

Contemporary Psychology

A JOURNAL OF REVIEWS

June 1956

VOLUME 1 • NUMBER 1

- | | |
|----------|--|
| Page 163 | Family, Socialization and Interaction Process , by Talcott PARSONS and R. F. Bales, with JAMES OLDS, MORRIS ZELDITCH, JR., and P. E. SLATER
<i>Reviewed by</i> L. L. CHILD |
| 165 | Annual Review of Psychology , Vol. 7, by P. R. Farnsworth and Quinn McNemar (Eds.)
<i>Reviewed by</i> B. J. UNDERWOOD, C. S. HALL, R. B. MACLEOD, R. W. WHITE, GEORGE SASLOW, D. E. SUPER, R. L. THORNDIKE, T. V. HARRELL, E. H. GALANTER, R. R. SEARS, G. G. THOMPSON, F. A. BEACH, W. D. NEFF, S. L. PRESSEY, S. H. BARTLEY, and F. A. GELDARD |
| 168 | Personality Changes Following Frontal Leucotomy , by P. M. Tow
<i>Reviewed by</i> Carney Landis |
| 170 | The Engineering of Consent , by E. L. Bernays (Ed.)
<i>Reviewed by</i> S. E. SEASHORE |
| 170 | Schools of Psychoanalytic Thought , by Ruth L. Munroe
<i>Reviewed by</i> D. R. MILLER |
| 171 | Experimental Psychology: A Series of Broadcast Talks , by B. A. Farrell (Ed.)
<i>Reviewed by</i> J. T. WILSON |
| 172 | Magic and Schizophrenia , by Géza Róheim
<i>Reviewed by</i> H. H. STRUPP |
| 173 | The Pursuit of Happiness , by R. M. MacIver
<i>Reviewed by</i> FRED MCKINNEY |
| 174 | CP SPEAKS . . .
By the Editor |
| 176 | Group-Centered Leadership , by Thomas Gordon
<i>Reviewed by</i> ALVIN ZANDER |

(Continued on inside cover)

Published by THE AMERICAN PSYCHOLOGICAL ASSOCIATION

EDITORIAL STAFF

EDWIN G. BORING, Editor
Harvard University

ADOLPH MANOIL, Film Editor
Park College

LORRAINE BOUTHILET, Managing Editor
EDITH L. ANNIN, Assistant to the Editor

Editorial Consultants

FRANK A. BEACH, Yale University
PETER A. BERTOCCHI, Boston University
JUDSON S. BROWN, State University of Iowa
ROGER W. BROWN, Harvard University
CLAUDE E. BUXTON, Yale University
JACK W. DUNLAP, Stamford, Conn.
RICHARD M. ELLIOTT, University of Minnesota
FRANK A. GELDARD, University of Virginia
DANIEL KATZ, University of Michigan
E. LOWELL KELLY, University of Michigan
DONALD W. MACKINNON, University of California
MELVIN H. MARX, University of Missouri
DOUGLAS MCGREGOR, Massachusetts Institute of Technology
QUINN MCNEMAR, Stanford University
CLIFFORD T. MORGAN, The Johns Hopkins University
CHARLES E. OSGOOD, University of Illinois
FILLMORE H. SANFORD, Washington, D. C.
NEVITT SANFORD, Vassar College
ROBERT R. SEARS, Stanford University
HAROLD SEASHORE, New York, N. Y.
S. SMITH STEVENS, Harvard University
DONALD E. SUPER, Teachers College, Columbia University
GEORGE G. THOMPSON, Syracuse University
RUTH S. TOLMAN, Pasadena, California
BENTON J. UNDERWOOD, Northwestern University
S. RAINS WALLACE, JR., Hartford, Conn.
ROBERT W. WHITE, Harvard University

CONTENTS—continued

- 176 **Beiträge zur Analyse der Empfindungen**, by Ernst Mach
Reviewed by D. R. MISES
- 177 **Aux sources de la connaissance; la sensation, guide de vie**, by Henri Piéron
Reviewed by L. M. HURVICH
- 178 **Religion in Crisis and Custom**, by A. T. Boisen
Reviewed by W. H. CLARK
- 178 **The Phenomenology of Moral Experience**, by Maurice Mandelbaum
Reviewed by F. W. IRWIN
- 179 **Psychoanalysis and Ethics**, by L. S. Feuer
Reviewed by ROLLO MAY
- 180 **Guidance: An Introduction**, by M. M. Ohlsen
Reviewed by L. H. STEWART
- 181 **Sex in Christianity and Psychoanalysis**, by W. G. Cole
Reviewed by P. A. BERTOCCHI
- 181 **Visual Sensations (Phosphenes) Produced by AC Sine Wave Stimulation**, by Johs. Clausen
Reviewed by J. W. GEBHARD
- 183 **Personnel Audit and Appraisal**, by T. J. Luck
Reviewed by L. C. STECKLE
- 183 **Anticipating Your Marriage**, by R. O. Blood, Jr.
Reviewed by ERNEST OSBORNE
- 184 **Identification of Social Areas by Cluster Analysis: A General Method with an Application to the San Francisco Bay Area**, By R. C. Tryon
Reviewed by L. V. JONES
- 185 **FILMS**
Reviewed by ADOLPH MANOIL, Film Editor
Non-Verbal Communication
Creative Work in Children
Social Psychology
Old Age
Nervous System
Perception
Recordings
- 189 **ON THE OTHER HAND . . .**
- 189 **List of Books Received**

Books for review, review manuscripts, letters for publication, and correspondence concerning editorial matters should be sent to the Editor, Edwin G. Boring, Memorial Hall, Harvard University, Cambridge 38, Mass.

Films for review and correspondence concerning films should be sent to the Film Editor, Adolph Manoil, Park College, Parkville, Mo.

Communications concerning subscriptions, change of address, claims for the nonreceipt of a number, advertising, and other business matters should be sent to the American Psychological Association, Inc., 1333 Sixteenth Street, N.W., Washington 6, D. C. Address changes must reach the Subscription Office by the 15th of the month to take effect the following month.

Contemporary Psychology: A Journal of Reviews is published monthly. The yearly volume comprises approximately 384 pages. The subscription per year is \$8.00 foreign \$8.50, single number \$1.00. Copyright 1956, by the American Psychological Association, Inc.

Published by the American Psychological Association at Mt. Royal and Guilford Avenues, Baltimore 2, Maryland and 1333 Sixteenth St., N.W., Washington 6, D. C.

Second-class mail privileges authorized at Baltimore 33, Maryland.

Contemporary Psychology

A JOURNAL OF REVIEWS

VOLUME I

June 1956

NUMBER 6

Personality in the Group

Talcott Parsons and Robert F. Bales, in collaboration with **James Olds, Morris Zelditch, Jr., and Philip E. Slater**

Family, Socialization and Interaction Process

Glencoe, Illinois: Free Press, 1955. Pp. xvii + 422. \$6.00

BY IRVIN L. CHILD

Yale University

THIS IS a complex book which must make difficult reading even for someone with the fullest background. Two empirical chapters (by Bales and Slater, and by Zelditch) are clearly written and intelligible by themselves; for psychologists they may be the best introduction to the book as a whole. Chapter I (Parsons on the American family) is also clear. The other four theoretical chapters (one by Parsons and Olds, one by Parsons and Bales, and two by Parsons alone) are hard going. It is clear that a thorough knowledge of previous books by these authors, especially Parsons, and a general background in theoretical sociology would aid greatly in comprehension. Lacking both of these prerequisites for the most adequate understanding, I shall comment in a frankly one-sided way on the major impressions this book alone makes on me as a psychologist coming at it fairly naively.

It seems to me, then, that among the objectives of the authors in this book is one that is of special importance to psychologists. Translating freely into the language of psychologists, I seem to find implicit in the book an argument some-

thing like this: "People everywhere live in groups, and the personality of individuals must be partly formed through the influence of their group participation. Important variables in personality may thus arise in response to the structural characteristics of groups. Analysis of universal characteristics of groups, and of variables in group structure, should therefore greatly contribute to the understanding—and even to the proper definition—of variables of individual personality."

Torn out of the context of the authors' systematic emphases, this rephrasing might not meet with their approval; but it does seem to me to express an important implication of their book for those working with other sets of concepts. To be sure, this argument is implicit also in some of the ordinary thinking of psychologists and laymen. Dominance, aggression, love—for example—as variables in individual personality are all in a sense defined by reference to the universal potentialities of interaction between two individuals. But to take as a systematic objective the general analysis of group structure, and then to use this as a kind of framework or background for the con-

ceptualization of personality dimensions—this is what appears to be novel and of special importance to the psychologist.

An example may help clarify this view, and I will take the one which is given greatest prominence by the authors themselves. Any group has both external and internal relations, and there is a tendency (it is argued here) for maintenance of these two sets of relations to become a part of differentiated roles performed by different persons. In view of the types of behavior often involved in the two roles, they are termed "instrumental" and "expressive," respectively. One empirical chapter presents evidence that such a role differentiation develops in the leadership of small decision-making groups created especially in the laboratory. The other empirical chapter presents cross-cultural evidence that differentiation of male and female roles within the family tends to be of similar character. In the theoretical chapters, then, this differentiation in the structure of the family is presented as a universally important influence on the developing personality of the child within the family group.

Now these authors do not for the most part carry their argument on to the origin of individual differences in personality, being more concerned with uniformities of personality; but psychologists might well find it fruitful to do so. Biological uniformities help shape our notions of what are important psychological variables—sexual adjustment, for example. Biological variations of universal significance, such as general body type, do likewise. The argument for a similar significance of the uniformities

and variations of social structure seems every bit as clear when it is stated, but I do not know that it has ever been so fully stated before in any consideration of personality development.

Here is another example to illustrate the relevance of this book to the interests of psychologists. Lewin presented the development of the individual as partly a matter of progressive cognitive differentiation, and expressed this relation in terms of his conceptual system; but he did not attempt to provide the details for the generalized account. Now what are the objects of cognition whose progressive differentiation is of utmost importance for personality development? The answer for the young child must surely be: himself and the social world in which he lives. One concern of this book is precisely with this matter. The discussion attempts to construct a generally valid account of the detailed uniformities in this development.

THOUGH the book throughout is highly relevant to psychology, its effect on psychologists will be that of stimulating more than convincing. We may be reluctant even to take the trouble to be stimulated. From our throne of methodological sophistication we tend to look down on people who lack our own appreciation of the importance of evidence. But in science as in politics, revolutions are prone to issue not from the throne but from the armchair. We need to be reminded more frequently that scientific method involves invention as well as testing, and that brilliance in the one may be found in almost complete isolation from the other. Though low on test and immediate testability, this work is high on invention and as a whole merits no downward glance from any behavior scientist.

Inevitably, however, there are ways in which a psychologist is likely to think the book might have been even better. Most distressing to me is the extreme fondness of the authors for dichotomies, and the extent to which they seem to reify their dichotomies. This aspect of the work does, to be sure, provide psychologists with a particularly favorable position for understanding what some readers may find very difficult. The acquaintance of psychologists with

factorial design in experimentation prepares them to comprehend the 2ⁿ factorial designs of cross-cutting dichotomies used here to analyze social structure and personality. Nevertheless these same psychologists are likely to be puzzled on finding that the cells of these poly-dimensional tables, which they may at first view as arbitrary subdivisions of a continuously varying conceptual space, are given as discrete a meaning as the genuinely discrete cells in an experimental design. Some of the dichotomization is, of course, intrinsic to the theme of differentiation, and the authors evidently feel that it all is; but I venture the opinion that they are rather pursuing an arbitrarily chosen style of thinking and doing so beyond the point of maximum usefulness. They seem to be unwilling to think quantitatively, and they retain dichotomies even as a way of expressing quantitative variation; thus what a psychologist might phrase as position along a scale tends instead to be phrased as relative predominance of two opposed entities. Such insistence on dichotomization seems to me to encourage an undesirable reification. It might, indeed, be argued that such reification is useful at present even if later to be supplanted, but I feel that more use of a quantitative mode of

thinking might free the authors for still further creative advance.

The insistence on dichotomy the authors maintain throughout the theoretical chapters, both in logical analysis of possibilities and in attempts to outline characteristic patterns of development. Thus the child's cognitive differentiations appear as developing from 2 to 4 and then to 8, with no steps between. The authors make an incidental attempt to justify this discreteness by biological analogy, but the analogy has to be either with the earliest embryological stages or else with genealogy. While genealogy, a backward-tracing concept which does not refer to process, follows a binary pattern, the actual process which corresponds to it, the process of reproduction of organisms—seemingly the more appropriate analogy—most certainly does not. Nor does the reference to 'bits' in information theory (p. 396) seem very relevant either.

I wish, too, that, even while retaining their prime orientation toward conceptual invention and elaboration, the authors had gotten down to observational reference more often and more clearly. From this point of view, of course, the two empirical chapters are an invaluable part of the book, for they demonstrate the possibility of giving observational meaning to some of the rest of the



TALCOTT PARSONS (left) AND ROBERT F. BALES

content. On the other hand, I think the rest of the content would have been better had empirical application been more frequent. Thus, for example, the discrepancy (if I am right in sensing one) between the very narrow sociological definition of personality implied in some passages and the broader sense, in which it is hard not to understand the term at other points, would become more apparent if an attempt were actually being made to observe or measure personality. More empirical use of the concepts should inevitably promote the development of hypotheses incorporating them, thus going far beyond the classificatory value which at times seems to be all that is claimed for them here. It also should promote the utilization within other theoretical frameworks of valuable contributions here, which in my opinion do not need to depend on the particular framework in which this book imbeds them.

I would like, finally, to redress in part the one-sided emphasis of this review by saying that there is much else in this book of interest to psychologists, and to cite some examples. (1) An analysis of the nature and origins of recent changes in the American family which strikes me as highly perceptive, and important in understanding the present self-consciousness of parents as socializers. (2) Interesting efforts to rephrase Freud's account of psychosexual development, and more generally the process of socialization, in terms derived from social-system analysis. (3) A chapter by Parsons and Olds on personality mechanisms which is unusual in attempting systematization on this topic and which presents a variety of new views, of interest even to one who is not immediately impressed by the value of the systematization itself (though this chapter suffers especially by remoteness from empirical reference). (4) Throughout, an emphasis on social system which for us psychologists can be an important corrective to our own simple dichotomy of organism-versus-culture, and an emphasis which here can be especially impressive to us because it is set in a discussion of personality phenomena just such as we deal with, and hence is not dismissable as belonging to another and totally different realm of discourse.

oos

The Harvest of 1955

Paul R. Farnsworth and Quinn McNemar (Eds.)

Annual Review of Psychology. Volume 7.

Stanford, Calif.: Annual Reviews, 1956. Pp. x + 448. \$7.00

Quis custodiet ipsos custodes? And who shall review the reviewers? Can *The Annual Review* be reviewed and must the reviewer be omniscient? CP, refused by the only three omniscient psychologists it knew, thought this year it would try 16 little omnisciences, one for each of the 16 chapters. Here they are, 16 reviews of a total of 319 pages devoted to 2067 references, 6.5 titles discussed per page (with thanks to R. L. Thorndike who figured this all out).

—E. G. B.



W. K. ESTES: *Learning*

Estes sets out to organize his review around work which is relevant to theory, for only such work, he adamantly asserts, will survive. The scheme is not, however, adequate to the work covered, and he is at times forced to simple factual reporting. The review is broad, constructive, and elegantly written. Estes' perception of theoretical trends sees the demise of general theories (e.g., Hull), an increase in theories of limited scope, and the replacement of words with numbers in the formulations. It is barely possible that Estes' perceptions may mirror his desires. At two points he conducts obsequies for two theoretical ideas. One idea (stimulus satiation) he pronounces dead on the basis of a single negative experiment. The other idea (manifest anxiety as drive) he diagnoses as moribund on grounds that are not clear. The resiliency of theories has apparently not made on Estes the impression that it has on the present reviewer.

—BENTON J. UNDERWOOD

D. C. McCLELLAND: *Personality*

Within a space of sixteen pages, McClelland refers to 142 articles whose total number of pages equals 1847.

(Books have been omitted from these calculations.) Such condensation requires skill, discrimination, authority, deftness—and nerve. McClelland possesses all of these requisites plus at least one other, namely, the ability to use the exclamation point effectively. The chapter is not only a useful guide to the year's literature on personality (experimental studies preferred) but it is also a pleasure to read. Its author speaks his mind forcefully on controversial issues and what he has to say is sagacious and relevant. Naturally, he has organized the chapter and selected the articles to be reviewed in a manner congenial to his own way of viewing personality. Those who are familiar with his *Personality* will be familiar with the McClelland triad—traits, schemas, and motives. It is probably as satisfactory a way of talking about personality as any other. As a review primarily of *American experimental* studies of personality, the chapter is an excellent one.

—CALVIN S. HALL

R. L. FRENCH: *Social Psychology and Group Processes*

This is an admirably clear and compact piece of reporting, with space equitably divided among the special areas, liberally sprinkled with suggestive criticisms and interpretations. This reviewer's salient impressions are these: (1) Social psychology is growing in popularity (156 citations, more than in any previous year, and exceeded in this volume by only two other chapters). (2) Interpersonal relations and the behavior of small groups are attracting increasing attention. (3) Interest in methodology is still high, and procedures are becoming sufficiently standardized to permit comparisons of different studies. (4) The challenge of the cross-cultural approach has not yet been appreciated. (5) There is almost no social psychology of merit outside the U. S. A. Of the 156 books and articles cited, not one is in a language other than English and only a scant handful were written



QUINN MCNEMAR (left) AND PAUL R. FARNSWORTH

by non-Americans. This last impression is shocking; but perhaps another interpretation is possible.

—ROBERT B. MACLEOD

WILLIAM SCHOFIELD: *Abnormalities of Behavior*

Schofield opens his review by stating his principles of selection. He favors investigation over conjecture, comparisons of clinical groups over case studies, major pathologies over those socially less important, reports involving innovations of method over those using familiar techniques. Two-thirds of his space goes to the psychoses, where the researches singled out as "major" are those of Heath and King at Tulane and Beck at Chicago. In all, he covers 90 publications, being attentive to their methodological shortcomings, discouraged at the little they have proved. He sees hope only in "new and better methodologies," such as multivariate analysis and "techniques of interference with brain structure and function." Preoccupation with method is sometimes essential, though it may lead to a stodgy review, but one must hope that the psychological frontiers of the field will be revealed in future surveys.

—ROBERT W. WHITE

R. E. HARRIS: *Clinical Methods: Psychotherapy*

Harris' chapter is a well-written, thoughtfully selective portrayal of the present state of the subject. Place is found for pertinent facets: book-length contributions of gifted individuals (Sullivan, Braatø, Bach) and of effective research groups (Rogers); smaller-scale research (outcome and process of psychotherapy, infrequently used methods, group psychotherapy); practitioners' techniques; the progressive flexibility in psychoanalytic training and therapy; the place of group psychotherapy, etc.

The impression of earlier reviewers that the field is sluggish is also Harris'. Promising methods, such as study of physiological changes accompanying therapy or group psychotherapy with patients' relatives, are not imaginatively exploited. Methods once greeted with enthusiasm, such as verbatim interview recording, fall out of general use. The three main streams of interest—theory, objective research, and practical work—show signs of slow convergence. Only contributions in English are mentioned, although the Germans are not idle in clinical psychology.

—GEORGE SASLOW

E. J. SHOBN, JR.: *Counseling*

In his usual facile and penetrating manner, Shoben presents a perspective on counseling psychology: professional developments, predictive and counseling processes, measurement, work and occupations, and general evaluation.

A clinical orientation shows through at times, e.g., in a discussion of relations between *clinical* psychology and psychiatry as though *counseling* were the subject. Shoben is both clinician and counselor (Diplomate in Clinical Psychology and Secretary of the Division of Counseling Psychology). His bibliography is therefore compared with that of the counseling author in 1953 (Williamson, a Counseling Diplomate and not a clinician) and that of this year's clinical author (Robert Harris, a Clinical Diplomate who is not a counselor).

It is interesting that only three of Shoben's clinical sources are also in Harris' bibliography. Whereas both authors cite Rosenzweig, Strupp, and Rogers and Dymond, Shoben relies more on clinicians with a 'learning' orientation and Harris on those with an analytic orientation.

Chap. Refs.	Counsel'g W'mson 1953	Counsel'g Shoben 1956	Clinical Harris 1956
	%	%	%
Counseling . . .	23	49	0
Clinical	44	34	34
Psychiatric . . .	0	1	59
Other	33	16	7

The 1956 chapter on Counseling relied more heavily on sources which might be characterized as peculiarly its own than did the 1953 chapter: a possible inference is that Counseling Psychology now has a more substantial literature. Certainly, Shoben's clinical orientation did not bias his selections as compared with Williamson's. Furthermore, Counseling's orientation seems still to comprehend related fields ("Clinical" and "Other", i.e., Measurement, Sociology, etc.), while Clinical's orientation is limited to "Clinical" and "Psychiatric" (the 7% "Other" is largely Group Therapy and Group Dynamics). Counseling's orientation thus seems more toward the normal, Clinical's toward the abnormal.

—DONALD E. SUPER

L. J. CRONBACH: *Assessment of Individual Differences*

Reading this effort to digest and evaluate an alleged 20,000 pages of literature in 14 pages of review, a sense of vicarious frustration envelopes one. The material is so much and so varied, and a one-year slice so thin and lacking in continuity, that any attempt to present a coherent and integrated picture faces almost insuperable obstacles.

Cronbach has provided a provocative commentary on the year's output of research in appraising individual characteristics. There is enough salty comment on the passing scene to liven up the cataloging of studies and provide some impression of the reviewer. The brief references to and comments on a host of books and articles make one appreciate how much there is that one should have read but has not.

—ROBERT L. THORNDIKE

W. E. KENDALL: *Industrial Psychology*

Kendall has done a good job of reviewing the relevant literature interestingly. Not only has he reviewed the psychological literature but he has also brought in the pertinent management publications. He has been critical in maintaining high standards of statistical verification which reduce the number of publications to the few that are conclusive. He has attempted to be evaluative and interpretive to show where the field is and where it is going. His chapter is stronger on the personnel side than on consumer research and advertising; controversial 'motivation research' is not given the emphasis that it deserves. The review is strongest in respect of selection. In general, it would have been better had Kendall been even more evaluative and interpretive, omitting some of the details.

—THOMAS W. HARRELL

L. E. MOSES: *Statistical Theory and Research Design*

I had read seven of the 94 references in Moses' review. Since reading it, twelve more articles are now part of my apperceptive mass. The first section: a lucid essay on statistical decision theory and new methods for extending inferences from multivariate designs; some excellent

commentary on a few chesnuts like one- and two-tailed tests, and suggestions for introductory reading about the 'new look' in inference. The section on analysis of variance reviews artful dodges for experiments with unstable variance, missing data, etc. Moses introduced me to some new literature on the decomposition of contingency tables and linear regression by nonparametric methods. These sections are followed by a potpourri on inference that might well have gone in the first part.

On scaling: short, but 1955 was only a short year. The section closes with a review of the factor-analysis literature. Moses' space-value correlation parallels my own.

—EUGENE H. GALANTER

A. L. BALDWIN: *Child Psychology*

Baldwin offers an extraordinarily wise evaluation of what composes the field of child psychology. He says just where we now stand in the field's development. With a sure touch for theoretical cogency, he is not confused by popularistics in either 'scientific trends' or child-rearing fads. He knows both and ignores them. As a framework for discussion, he distinguishes seven branches of research and evaluates their relative importance. Then he does a workmanlike job of summarizing the year's papers that are relevant to these branches. The bibliography is complete, and the text is equally comprehensible to the specialist and to the casual experimentalist. Like Barker and the Nowlis, in earlier volumes, Baldwin has used the year's output for creative pointing toward where the field of child psychology should go. The direction is clear—theory must dictate, and (by implication) devil take the imminent itches of the do-gooders.

—ROBERT R. SEARS

F. T. TYLER: *Educational Psychology*

What are the proper boundaries of educational psychology? Tyler toys with this question, computes a couple of *W*'s, and then concludes that a reasonable answer cannot be obtained by the inductive process. He quickly resolves the difficulty by an unassailable if circular definition: "learning as it relates to the educative process." Having made a

proper bow in the direction of academics, he proceeds to a competent narration of recent developments in what most readers will recognize as the customary domain of educational psychology. He gives a consistent emphasis to the teacher-learner dyad and the many complex properties of this relationship. It is enlightening to find so little overlap between the concerns of Tyler and the authors of the chapters on assessment of individual differences, child psychology, and learning. Perhaps there is still a hard core of common interest in educational psychology, one that is stubbornly resistant to the erosive effects of new specializations. A large part of this core might be the distinguished service of giving aid, comfort, and advice to teachers.

—GEORGE G. THOMPSON

E. H. HESS: *Comparative Psychology*

This is, in general, a competent and comprehensive summary of the recent literature on animal behavior. The major categories are sensory capacities, learning, orientation, unlearned behavior, genetics, and social behavior. It is evident that a gratifying amount of work is being done and that much of it is being carried out in other countries and by nonpsychologists. Of the 79 studies cited, 44 per cent were published in English or German journals (43 per cent in the 1955 *Annual Review*), 43 per cent in American psychological journals and 13 per cent in American biological journals. This is a fair representation of the research output in the field.

Two minor complaints against the 1956 review are indicated. It was unnecessary to devote space to a criticism of the chapter on *Comparative Psychology* in the 1955 *Review*. It is probably undesirable to cite unpublished studies which are "in press" and certainly those still "in preparation."

—FRANK A. BEACH

D. B. LINDSLEY: *Physiological Psychology*

This chapter, as its author points out in his introductory statements, is not a review of research in physiological psychology for the year 1954-55; in fact, only 43 of the 116 papers cited in the bibliography were published during this

period. Lindsley chose rather to limit his review to four areas in each of which research at the neurophysiological level has led to discoveries which are of particular significance for psychology. These four areas are: "(a) the role and significance of specific and unspecific afferent systems, (b) feedback control or centrifugal regulation of afferent influx, (c) C.N.S. unit analysis by microelectrode methods, (d) the limbic system." For each of these areas, he presents a brief historical background, citing studies which have been landmarks in the development of research. He then summarizes current research literature, attempts to integrate the findings, and points out questions that remain to be answered. The chapter is carefully organized and written in a clear, concise style—an excellent presentation of material which will be of interest, not only to physiological psychologists, but also to those in many other fields of specialization.

—W. D. NEFF

IRVING LORGE: *Gerontology (Later Maturity)*

Lorge reviews in ten pages 108 titles in 'gerontology' from 1951 into 1955 under a miscellany of headings (personality, attitudes, family relationships, adjustment, rehabilitation and therapy, retirement, employment and employability, learning, intelligence, physical changes and physical health), a procedure that may be justified as indicating the diversity of work in the field and its largely practical origins. This last circumstance has resulted in material being drawn so much from underprivileged groups that the potentialities of age have tended to be underestimated and theory and basic research neglected. The longitudinal data of Owens and of Bayley and Oden are, however, forcing reconsideration of earlier findings that indicated marked decline of ability with age, and the analytical experimentation of such investigators as Birren are specifying the nature of age changes. The wide-ranging studies show that 'aging' is a socioeconomic and cultural as well as physiological phenomena—and are guiding us toward wiser therapy and policy in welfare and employment. On the whole (this reviewer of the re-

view would say) the ten pages are a good miniature of the gerontological scene; but he would criticize the title. Primarily the old! Why not, like the *Abstracts*, call the topic *Maturity and Old Age* and give the thirties and forties also the full developmental treatment—as part of the time Lorge does.

—S. L. PRESSEY

C. G. MUELLER AND EDNA BERGER: *Vision*

This review seems accurate, adequate, and economical in the use of words for the 159 citations given, about one out of seven of which was in a foreign language. The *Psychological Abstracts* for 1955 contains 413 items in vision, plus 40 more considered relevant. The periods covered by the two works were not fully concurrent but were identical in length. From this it would seem that the review could well have been more extensive, but more than the present 22 pages would be required to insure completeness. The *Annual Review* policy of not giving the titles of the articles in the reference list materially reduces the usefulness of reviews such as this one. The main virtue of the present review is that it provides a quick helpful reference, provided the reader is aware of its incompleteness. Perhaps the reviewer each year could attempt a brief statement of the principle upon which he restrictively selects his material.

—S. HOWARD BARTLEY

CARL PFAFFMANN: *Taste and Smell*

Few areas in psychology, especially old ones, offer the possibility of the attainment of encyclopedic knowledge. Within the realm of sense perception, because they represent a field of limited effort and accomplishment, the chemical senses provide this possibility. Combine with such a prospect the ministrations of a reviewer who is thoroughly familiar with the main trends and can interpret them, and who, by virtue of long and intensive experience at the frontiers of investigation, can evaluate each factual or speculative contribution as it is turned up, and you have a satisfying review. Dr. Pfaffmann's treatment of *Taste and Smell* (17 pp.; 120 new, 8 old titles) is such a product. Whereas there

are reported few new discoveries—and none of epochal importance—the review reveals a steady progress in methodology, a gradual amplification of our knowledge of the neural mechanisms underlying both smell and taste, and a significant wedding of behavioral and phenomenal approaches to an understanding of these senses. There seem to be grounds for optimism about the future scientific status of chemoreception.

—FRANK A. GELDARD

Effects of Psychosurgery

P. Macdonald Tow

Personality Changes Following Frontal Leucotomy

New York: Oxford University Press, 1955. Pp. xv + 262. \$8.00.

By CARNEY LANDIS

The Psychiatric Institute, New York City

DURING the twenty years that have followed the first report by Moniz concerning the use of frontal lobe brain surgery for the successful treatment of psychotic patients, more than a thousand articles and over thirty books dealing with psychosurgery have appeared. This monograph adds to the growing series.

Part I, *The History of Knowledge of the Frontal Lobe*, is a selective summary. In it only a fraction of the relevant information has been covered. There is but little recognition of the significance of the controversies which the psychosurgical studies have introduced into the consideration of brain function.

Part II presents *The Results of this Investigation*. Dr. Tow had been a clinical psychiatrist in charge of the after-care of psychosurgical patients for several years before he started this research project. He considered that many psychosurgery patients before operation were not in a physical or mental state which would permit the obtaining of results suitable for objective evaluation by psychological tests. He arranged with various "centres in England where the operation was being performed," that he might have access to all patients selected for opera-

tion before the operation was performed. In a preliminary clinical interview he evaluated the suitability of each patient for psychological study, rejecting a large majority of the available population. During a three-year period he chose sixty "essentially normal" individuals with whom he made a psychological study before their operation. The surgical treatment consisted of a standard "blind" frontal lobe leucotomy directed toward the severing of the white fiber nerve trunk connections between the frontal lobe cortex and the thalamus. For a variety of reasons, including death and lack of postoperative cooperation, his final experimental group came to be composed of ten men and twenty-six women of average intelligence, cooperative, and with "well-preserved total personalities." No attempt was made to obtain a control group since Dr. Tow considered that it was virtually impossible to find matched patients.

Clinical interviews were conducted, a battery of psychological tests were administered, and a written autobiography was obtained before operation and again about one year after operation.

Wherever possible the findings were evaluated in terms of the difference in the mean scores of the group on each particular test before and after the operation, a difference expressed as a statistical probability in terms of the critical ratio. The effects of this surgery may be summarized as follows:

Intelligence (Raven's matrices): reduced significantly.

Vocabulary (Terman's 1916 list): reduced significantly.

Tempo (Allport and Vernon's method): no uniform change.

Persistence in forming word associations: slightly reduced but not significant.

Speed-accuracy (cancellation and tracing tests): marked shift towards inaccuracy, significant.

Perseveration (method of Maller and Elkin): very slightly decreased, not significant.

Fluency (Cattell's tests): total verbal fluency score reduced significantly.

Abstract words (Rylander's method): reduced ability to discriminate, significant.

Abstraction (Rylander's method): greatly reduced, significant.

Planning (Porteus' mazes): slower and much more unsuccessful, significant.

Attitude to Job (special questionnaire): little change, but less foresight, not significant.

Attitude to Holiday (special questionnaire): very little change, not significant.

Trouble score (special questionnaire): no change.

Ink-blot test (Rorschach): a general reduction of imaginative responses, significant.

Autobiography: changes thought to reflect intellectual deterioration and alteration of the personality.

The final paragraph from the *Conclusions* reads as follows:

"The behaviour of the subject without frontal lobes is determined much more by immediate stimulus, and much less by the total impact of environment and experience. The higher mental processes suffer most; and one might say that it is the upper limit or the discriminative aspect of psychological function which is blunted. The conclusion would be that after loss of the prefrontal area there is a generalized impairment of mental activity, and that this impairment is greater in the higher and more peculiarly human functions than in others. Such a conclusion seems fitting if it is considered in relation to the function of other cortical areas. The post-central area, for example, represents the more discriminative and more highly developed aspects of sensory function: the sensory cortex subserves all forms of discriminative sensation and the mechanisms by which all incoming sensory experiences are related to previous sensation. Similarly it seems that the pre-frontal area subserves not a few specific abilities but rather the more discriminative or more highly developed aspects of them all" (p. 236).

THE PRESENT reviewer considers that the *Conclusions* do not necessarily represent the correct or most relevant statements which Dr. Tow might have drawn from this investigation. Consider the following points:

1. All of these mental hospital patients were psychotic or neurotic (even though considered "essentially normal") when the initial testing was done. Some unstated number of this group recovered in the sense that the complaints characteristic of the illness which led to their hospitalization no longer existed; furthermore, some number of the group were, in all probability, in a worsened physical and mental condition after the operation. Dr. Tow attributes the changes in scores to the operation and has not considered the possibility that the changed scores may be due to a change in the effect of the illness *per se* on the test scores.

2. Leucotomy is not, and cannot be, a precise operation so far as neuroanatomy is concerned. The brain shows rather wide variation in the location of anatomical

landmarks. It is an accepted generalization that incisions too far forward are more apt to be ineffective in leading to a remission from mental illness while incisions too far caudal frequently result in a worsening of the physical and mental status of the patient. It is quite possible that some of the changes Dr. Tow found were related to the plane of the incision far more than to the generality of function of the frontal lobes.

3. Almost all of the tests used by Dr. Tow have been employed by previous investigators who have studied the effect of psychosurgery on the test performance of mental patients. Dr. Tow failed to provide us with a discussion comparing his findings with those of his predecessors.

4. The concluding statement, that "the pre-frontal area subserves . . . the more discriminative or more highly developed aspects" of mental function, rests on a factor analysis of eleven test-scores which indicated that there were no more than two common factors involved. Previous investigators using the method of factor analysis (for example, Halstead) have derived more numerous and different factor groupings, some of which are in contradiction to those isolated by Dr. Tow.

5. No single test measure used by Dr. Tow provided a decreased score for all patients following the operation. Even though there were significantly greater losses than gains in some of the mean scores following surgery, there were always some individual patients who gave better scores after operation. Furthermore, there was no tendency for the same person (or persons) to gain or to lose on any considerable number of tests. It seems to this reviewer that it would be more correct to have said that, among 36 selected mental patients tested before leucotomy and again about one year after operation, the group mean score was significantly lower for 17 of 32 test-scores. Whether these postoperative decreases were to be attributed to the surgery, to change in psychotic status, to site of the incision, or to the performance of particular patients, is problematical so far as the published evidence is concerned.



Winning the Public

Edward L. Bernays (Ed.)

The Engineering of Consent

Norman: University of Oklahoma Press, 1955. Pp. viii + 246. \$3.75.

By STANLEY E. SEASHORE

University of Michigan

PUBLIC RELATIONS counselors, as a professional group, are as badly in need of improved public relations as any of their clients. I suspect that it is with this in mind that Mr. Bernays, "No. 1 U. S. publicist," and a half-dozen associates offer this volume in which they explain the objectives, techniques, strategy, and tactics of their trade.

As a public-relations gesture the book is a success. It is a good example and testimonial for the principles that are presented. It leaves the reader with the comfortable feeling that public-relations counselors will leave the world in better shape than they found it, that the counselor can bring to a client's problem a unique and valuable set of diagnostic and therapeutic skills, that his services will lend prestige and produce results. It quiets a little the uneasy feeling that the objectives of public-relations programs may tend to be too narrowly private.

There is an excellent introductory chapter (Bernays) supporting the idea that a complex, changing society needs skillful public-relations activities to smooth the constant adjustment of institutions to the needs of people: the task is not only to inform, persuade, or deceive the public, but also to alter the client or his product in socially beneficial ways. There is a competent and interesting résumé (Sherwood Dodge) of the research aspect of public relations, and an engaging chapter (Nicholas Samstag) on the gentle art of making things seem better than they really are. At the other end of the quality scale is a stuffy piece on "objectives" which labors over the advice that one should ask the client; but then the author is handicapped by the assumption that the counselor must adopt the purposes of his clients, and who can summarize

the variety and indeterminacy of other people's purposes?

Of science and psychology there is nothing. The book is not for the scholar or researcher in the field of public opinion nor for the professional practitioner of public relations; it is rather for the enlightened person of influence who wishes to understand better the special approach and skill the professional might bring to his problem of relations with the public.

Exegesis of Psychoanalysis

Ruth L. Munroe

Schools of Psychoanalytic Thought

New York: Dryden Press, 1955. Pp. x + 670. \$7.50.

By DANIEL R. MILLER

University of Michigan

SPECIALIZED terminology makes most psychoanalytic writings so recondite that they discourage all but the technically trained professional reader; yet the theory has had such a profound effect on the arts and social sciences that there is a constant demand for nontechnical publications. Since members of the psychoanalytic movement have generally ignored this demand, the proliferating popular literature is being written by persons who are not always competent to do the job well.

Dr. Munroe has been outstandingly successful in writing a book that should satisfy most psychoanalysts and simultaneously make sense to the educated laymen "with the patience to follow a lengthy, semitechnical account of ideas they hear about frequently." The book contains three sections: one on Freud and his followers, one on the "non-libido schools" of Adler, Horney, Fromm, and Sullivan, whom Dr. Munroe characterizes positively by their primary emphasis on the "self," and one on Jung and Rank, whom she could not fit into her dichotomy of libido and non-libido. Each system she interprets from four points of view: its assumptions about the constitutional aspects of personality, its conception of environ-

mental influences, its treatment of genetic aspects of development, and its description of dynamics.

Each theoretical position is portrayed sympathetically, as though the section were written by a member of the school. In part it has been, for a preliminary version was submitted to a specialist, and then revised, sometimes considerably, in accordance with his suggestions. It is my impression that Dr. Munroe was generally successful in her attempts to "feel myself into each system", because she writes not as the psychoanalysts write, but in the clear and simple language that they often use in talking about their theories. The result is a refreshingly lucid explanation of psychoanalytic theory. The intelligent reader can now have some hope of finding out what the psychoanalyst 'really means.'

Some further examples serve to illustrate Dr. Munroe's sensitivity to the reader's needs. Whenever a concept or principle is at all complicated, she supplements her discussion with an illustration, sometimes from her own personal experiences as a patient or as a mother, and sometimes from cases that she has seen. At other times she introduces a topic by raising a common and reasonable criticism that often occurs to the neophyte. When she comes to the topic of unconscious thought processes, for example, she seizes the bull by the horns: "Critics of psychoanalysts often complain not only that they cannot observe in themselves the motivations and feelings ascribed to the unconscious but that psychoanalysts resort to fantastically far-fetched arguments in support of their position. The rational man is not easily impressed . . . by the solemn statement that a particular item must be true because it is so vehemently denied."

Each of the four sections that defines a school is followed by a valuable summary, and then by the author's critical comments. The appeal of these comments will vary considerably, depending on the reader's interests and values. She gives helpful statements about theoretical bias, provocative speculations on the possible meanings of such vague concepts as the "collective unconscious," sophisticated comparisons of concepts similar in different schools,

like the "self" as visualized by Freud, Horney, Adler, and Sullivan, suggestions about new areas for research like the nature of change during the latency period, and proposals of alternative theoretical interpretations, some of which seem very promising.

IT WOULD be impossible for any author, even one who has devoted such obvious care to her work, to do equal justice to all the schools and their many subtle implications. Dr. Munroe devotes the first half of the book (333 pages) to the Freudian theory, the system to which she is most partial. Obviously she thinks in terms of this theory. Her many years of clinical practice and teaching are reflected in a functional clarity that is unmatched in the rest of the book. Her discussions of such topics as the unconscious, pregenitality, dreams, and social group membership are unusually good and help to make hers the best introduction to Freudian theory that I have seen.

The descriptions of the "self" systems, while as good as any in the literature, cannot attain the excellence of the first section. Here the writing seems more cautious, as though the author were respectfully describing a good set of tools that are somewhat different from those with which she is most familiar. Dr. Munroe is receptive to the theoretical additions proposed by these schools, like the study of character and self and the redefinition of instinct theory into social terms. She chides them, however, for reacting to a narrow Freudianism by rejecting such valuable theoretical principles as libido and unconscious reaction, and the genetic approach to personality.

The author is obviously uncomfortable with many of the principles of Jung and Rank. In fact she confesses that the section on the collective unconscious is "interlarded with an unusually long series of direct quotations" because she does not feel sure about the meaning of the concept. While the translation of Jung's other principles into the American frame are clear, Dr. Munroe never quite captures the flavor of his thinking, as she does so successfully in depicting the other schools.

There is only one topic that may be seriously criticized. It is the discussion of pathology, an account which Dr. Munroe herself characterizes as "superficial and incomplete." She seems to justify this disparagement by her apology that she can supply "only a general orientation toward the complex problems which are the special province of carefully trained doctors." It is likely that the three-page summary of the genetic and defensive aspects of obsessions and compulsions, or the one and one-half page explanation of depressive states in terms of the very complex theories of the oral introject and psychosexual development will confuse many readers.

This book is written for the intelligent layman who would like a clear picture of the thinking of psychoanalysts but it is not sufficient for the scholar. Social scientists who would like to follow up their reading by going to original sources may be disappointed that there are not more references. So will those who would like the author to discuss the relationship of psychoanalytic theory to other fields of study. For instance, Dr. Munroe demonstrates a sophisticated sensitivity to social forces when she explains some of the apparent contradictions between the theories of Horney and Freud in terms of the different socioeconomic levels of their patients; yet she never refers to the sociological literature linking social class to personality. Her examination of the assumptions underlying the constitutional determinants of personality shows how all the schools have neglected this aspect of theory. She speculates about some possible areas of research but makes no reference to the relevant literature in genetics and psychology. Yet one must concede to a writer the privilege of deciding upon the audience to which he wishes to address himself. These drawbacks pale before the superior qualities of this book as an introduction to psychoanalytic theory for students in graduate and professional schools. It is doubtful that anyone else with a background of clinical experience and scholarship comparable to Dr. Munroe's will for some years to come devote the time to so careful a description of psychoanalytic theory. Hers may indeed become the definitive text of the next decade.

Psychology on the BBC

B. A. Farrell (Ed.)

Experimental Psychology: A Series of Broadcast Talks

New York: Philosophical Library, 1955. Pp. 66.

By JOHN T. WILSON

National Science Foundation

THIS BOOK, *Experimental Psychology*, presents in print a series of broadcasts by six British psychologists over BBC in May and June of 1954. The broadcasts were intended to illustrate the work that characterizes the field at the present time, to reflect the point of view of experimental psychologists, and, generally, to give the lay listener a description of the current status of psychology as science.

The book covers in six short chapters five different areas of research in psychology, and a summary which outlines a prospectus for future research in the field. The topics included represent the interest of the individual authors and obviously, given another set of speakers, other topics might well have been chosen. The opening chapter by A. J. Watson (Cambridge) is on the subject of *Perception*—a topic of traditional as well as of recent interest in psychology. Because of the extensiveness of his subject, Watson limits himself to a coverage of one group of perceptual problems, namely, those which relate to the effect of experience upon perception.

Following the chapter on perception, research on adult learning and remembering is discussed by Harry Kay (Oxford). Kay considers the relationships which exist between learning and the recall of that which is learned, and illustrates several of his points by reference to research in which older age-group subjects were utilized. In closing, Kay relates current research in learning and remembering to the problem of devising adequate theoretical systems to account for the empirical data at hand.

The subject of motivation and its place in experimental psychology is discussed in two chapters: the first is a review of research on problems of biological drives by J. A. Deutsch (Oxford) and the second covers *Some Hypotheses of Psycho-*

Analysis and is by B. A. Farrell (Oxford). Deutsch approaches basic biological drives from the viewpoint of the zoologist and compares this perspective with that of the behaviorally oriented psychologist. Then, as if to show how complicated the subject of motivation can be when its more purely psychological aspects are introduced, Farrell's chapter reviews certain hypotheses upon which a psychoanalytical view of motivation might be based. He reports several experimental attempts at testing the validity of these hypotheses. His selection of illustrative researches encompasses a broad range from those of the experimental laboratory to those from the psychological and psychiatric clinic.

In a chapter on *The Study of Social Behavior* Michael Argyre (Oxford) relates how the methods of experimental psychology have been turned to the study of social behavior, both in laboratory situations and by statistical investigation of social behavior in the field. He draws his illustrations largely from the field of so-called "group dynamics."

In a summary chapter, R. C. Oldfield (Reading) considers certain of the current and possible future features of experimental psychology, basing his comments upon the work described in preceding lectures and upon other illustrations. It is his view that when one adds to the contributions already mentioned those which will stem from excursions of psychologists into human engineering, neuropsychology, experimental psychoneurosis, and other new areas, one may safely conclude that experimental psychology may yet attain a distinguished place among the experimental sciences.

The primary contribution of *Experimental Psychology* is to furnish to the nonprofessional a brief but lucid description of the activities of research psychologists. For the reader who wishes to pursue further the technical aspects of the subject, each chapter includes a selected list of references to the experimental work mentioned.

Over and above the book and its substantive contribution, the whole enterprise constitutes an outstanding attempt by BBC to bring to its listeners an interesting and enlightening discussion of a subject that all too frequently reaches the public in overtechnical jar-

gon, presented from esoteric points of view. One wishes that psychologists and broadcasting companies in this country would more frequently emulate BBC.



Magical Psychoses

Géza Róheim

Magic and Schizophrenia (Posthumously edited by Warner Muensterberger and S. H. Posinsky)

New York: International Universities Press, 1955. Pp. viii + 230. \$4.50.

By HANS H. STRUPP

*George Washington University
School of Medicine*

GÉZA RÓHEIM (1891-1953) was the first anthropologist to apply Freudian insights to his discipline. In this volume we are presented with two posthumously edited essays which continue his theme of culture (and personality) as a system of defenses against the danger of object loss, that is to say, against the trauma associated with separation from the mother.

The first paper, *The Origin and Function of Magic*, advances the thesis that mankind functions mainly in accordance with the magical principle. The difference between magic as practiced by primitive tribes and by the neurotic or psychotic patient is that in the first case it is ego-syntonic, leads to constructive action, and is shared by the social group. In substantiation of this thesis Róheim adduces a wealth of examples from his anthropological researches to 'prove' that magic is rooted in the childhood situation and that the explanatory principles of Freud may be fruitfully invoked for their understanding.

These adumbrations Róheim pursues in the second essay, *Fantasies and Dreams in Schizophrenia*, which deals with the productions of a single hebephrenic patient whom he interviewed (ostensibly not for therapeutic purposes) over a period of a year and a half. Schizophrenia here emerges as the magical psychosis par excellence, whose dynamics are illu-

minated by the theory of "dual unity." *Dual unity* refers to the infant's blissful relationship to his mother and is coextensive with the oral stage of personality development. Róheim holds that separation from the mother is the first and fundamental trauma inherent in the process of growing up and that excessive frustration and unbearable tension are transmuted into overwhelming aggression (e.g., body-destruction fantasies directed against the mother). These are then turned against the ego and form the archaic superego. The final step in the sequence, as Róheim describes the process, is actual magic or magical attitudes, which serve as defenses against aggression, designed to appease the superego. Like magic, schizophrenia can be conceived as an attempt to come to terms with the original oral trauma, except that the schizophrenic is "a magician who fails" (p. 166).

These points are developed by the author, clearly and eloquently, if somewhat repetitiously, in the body of his paper. They illustrate the patient's return to the original trauma (starvation), his attempts at restitution, his confusion between symbol and object, his magical omnipotence, his denial, his destructiveness, and his fear of his own aggressive impulses. In the end Róheim admits that factors other than severe oral trauma may be code-termining in the etiology of schizophrenia, but this is expressed as an afterthought rather than as a real possibility.

Róheim's treatise is, of course, subject to the criticisms which have been, leveled against orthodox psychoanalytic formulations. Specifically, the procedure of extrapolating from clinical materials to the phenomena of culture represents at best an unwarranted oversimplification. It is this reviewer's impression, too, that as long as Róheim talks about his patient he is on immeasurably firmer ground than when he elevates the magical attitude to a prime mover in the evolution of cultures. In the light of more recent developments in psychoanalytic thinking, the reader may, moreover, be reluctant to accept all of Róheim's theoretical superstructure; but in either event, his incisive analysis of schizophrenic processes represents a real contribution to our gradually increasing knowledge concerning this important problem.

Peace, Beauty, and Wisdom

R. M. MacIver

The Pursuit of Happiness

New York: Simon & Schuster, 1955. Pp. viii + 182. \$3.00.

By FRED MCKINNEY

University of Missouri

WHATEVER our specialty in psychology today, we rarely escape the inquiring student or layman who seeks from us directly or indirectly a basis for better understanding of himself. The need is prodigious. The satisfaction of this need, howbeit a highly complex process, falls far short of what we might realistically desire at the present stage of our knowledge. A review of the self-help literature made by psychiatrist Fredric Wertham appeared several years ago in *The Saturday Review*. He pointed out that the reader of this literature is often sold short, given easy answers, provided with vocabulary without understanding, presented with suggestions about positive action, stimulated by exciting case histories, and handed rationalizations for one's own egocentricities. Too rarely do these books help individuals face life as it is. There is some question how much books alone can help the individual grow inwardly so that he may cope maturely with the twentieth century Western world.

MacIver comes closer to providing for the high-level reader the kind of stimulation he needs in the necessary search for self-understanding and an effective relationship with his world. Happiness, he indicates, comes as near to saying what we think we want as we express our life goals: "the third member of the great trinity of human rights along with life and liberty." "It is," he summarizes, "the harmony within you, as you, the whole you, the animating you, move toward whatever oneness you are capable of becoming." This is not an operational definition but it should make the serious reader search for a more personal meaning of happiness. The psychologist might hypothesize these variables as important in reaching and maintaining the psychophysical balance called happiness:

conflict integration and anxiety toleration. In addition, he might be interested in developmental and cultural conditions which may influence the probability of achieving happiness.

The book is clearly and beautifully written, beginning with the first page: "There are moments when the sound of rain in the trees or the savor of the steaming earth or a hush of song at dusk or the wake of a lonely ship or the jeweled chain of lights of a village flown over by night . . . but anyhow there comes something somewhere that if we only pause will throw us back on our nearly forgotten selves."

MacIver gives the reader the feeling he has experienced this inscrutable mental state about which he writes but he does not succumb to the temptation to tell specifically how he achieved it or the precise conditions that nurture its growth. He leads his reader to crucial considerations such as the importance of being oneself and considers some "things to be overcome," such as frustration, the loss of privacy, personal emptiness, pride of the in-groups, self-righteous aggression, egotism, and "deadly" morality. In addition he considers "things we live by": the Golden Rule, truth, sincerity, creativity, knowledge, and love. The chapters devoted to these hazards and values are essays which beckon the reader gently to thoughtful consideration—a real condition for insight.

In the literate person who is not frantically seeking a cause or quick answers, the *Pursuit of Happiness* will arouse respect, stimulate a search, and possibly provoke several readings and discussion of some parts of the book. Even the materialist, if his materialism is heuristic and occupational, will find the little volume stimulating and possibly helpful as he notes the emphasis on interpretive knowledge beyond the goal of manipulating the universe.

When this is compared with other books on the specific subject, such as Bertrand Russell's *The Conquest of Happiness* (1930), it seems more general and elusive. MacIver does not suggest the origin of traits which make happiness difficult to find, such as severe childhood deprivation. He does, however, like Russell, point forcefully but indirectly to the shortcomings of our



R. M. MACIVER

contemporary culture by showing the conspicuousness of egocentricism and power-mindedness. To him man is the sophomore and bungler more than one with a sense of sin, fear, and cruelty. His emphasis is more ideographic than Russell's in that he does not emphasize the things indispensable for most men, like food, shelter, health, love, successful work, respect of fellows, and parenthood. His emphasis on outer directiveness is not as great. MacIver's solutions are more an inner individual growth toward wholeness while living in the contemporary world. He points out, in summary, that some men have attained happiness in devotion to God, some in service to fellows, and some in the pursuit of a never-to-be attained goal: an endeavor to create something of beauty and skill. The chapters, *Random Reflections on Love* and *The Future of Religion*, deserve special mention, as they seem to reflect the author's criticality, profundity, and idealism.

This book calls upon almost none of the current concepts used by the psychologist as he attempts to fathom personality, yet it is closely related to a substance study of personality. From another standpoint this is a book in modern bibliotherapy for the intelligent reader. It encourages a self-realization which includes the affirmation of the most enduring values—a good basis for resolving conflicts and reducing inevitable personal and cultural anxiety.

CP SPEAKS. . .

How is CP doing? Pretty well, thank you; but CP finds its readers a little remote when it wishes to talk to them. It takes ten or even twelve weeks for an idea, newborn in CP's brain, to get to the reader's brain, just as if the reader had an VIIIth nerve 375,000 miles long from CP's brain to his own. The return trip is, of course, easy; the reader uses air-mail and CP knows in a couple of days what it has done wrong.

Still there has been more fan mail than complaints. These paragraphs are written at the beginning of spring when readers have not yet quite got their March issues. They are reacting to the January and February issues, which were planned in June and August before CP policies had yet jelled. They will get CP's reply some time near the summer solstice. So far 55 readers have transmitted 99 evaluations to CP. Here are the frequencies:

General approval	43
Specific likes	17
Specific dislikes	14
Specific suggestions	
Additions	9
Changes	16

So CP is encouraged. It knows full well that approval is a gentler emotion than complaint and takes less steam for its propulsion; nevertheless it is grateful to these gracious readers who know what aversive stimulation does to the education of the young and have used the carrot instead of the stick.

Now for the specific likes. What are they? The format and the print, except that some ask for more contrasting type for the names of the authors, the titles of their books and the titles of the reviews. CP agrees to this. Wait until 1957. The pictures—there's been so far only one complaint about them by a man who always reads the news and never looks at the comics. One reader admires the color of the cover, but then someone else wants a different color every month. R, O, Y, YG, G,

GB, B, V, P, Bk, Gy, Wh—that is twelve; it comes out just right; but CP does not want a different color every month. It wants to be recognized by its friends.

The correspondents like CP SPEAKS . . . ; they like FILMS; they promise, some of them, to like ON THE OTHER HAND . . . whenever it gets going. Just a whole lot of them were pleased by the big hexagonal review of *Modern Learning Theory* in January, but a few began at once to worry lest such long reviews crowd some other books out entirely. CP means to be careful about this matter, and the readers do not yet know how much coverage CP is going to be able to give them. Nor does CP wholly, but it hopes to surprise its readers. Honorable mention goes to Guthrie on Mueller-and-Schoenfeld on Guthrie and to White on Jones on Freud, with a couple of other lesser cheers, as well as a few dishonorable mentions blamed on the Editor's indefensible docility. CP needs more (and better?) editing, one correspondent thought. But then another thinks, since the reviews are all solicited, that the Editor should print just what he gets and not try to hobble an invited Pegasus.

There is some praise for the quality of writing in CP, the tone of the reviews, and even a little for the editing, although good editing ought to be invisible and beyond comment. One correspondent (bless him!) likes CP's atmosphere of *joie de vivre*. Perhaps CP really is moving up a little toward its goal. And the aphorisms, the fillers at the bottoms of the columns, some generous persons even take the trouble to say that they like them.

Now for the dislikes. Some of them have just been indicated. A good many readers dislike the 'slick' paper and do not say why. They think it costs more than uncoated paper. It used to but does not now. Maybe there will be trouble with CP's self-cover. It is so thin it gets dog-eared, and of course it has to be bound with the volume since it is a numbered page.

Some of the clientele are afraid there will be too much criticism and too little abstracting. Patience! Give CP a chance. Abstracting is dull business. Let CP try to be interesting for one year before you murder it and dissect the body. There are complaints about particular reviews' being too technical, too bitter, too long, too vapid, and then there is this little occasional fear of bias. Is the Editor a positivist maybe? Can positivists ever be fair? We shall see.

Now for the suggestions. Some readers like the long reviews with adequate discussion, but there is a faint minority asking for more short abstracts and even for four-line annotations on the list of Books Received. These people had better wait to see how good CP's coverage has actually been at the end of 1956. CP expects by then to have reviewed 200 to 250 books, perhaps four times as many as the *Psychological Bulletin* handled in an average year. There is no propriety, however, in CP's duplicating *Psychological Abstracts*, which abstracts, CP thinks, 800 or more books a year.

Some of the hopeful expansionists simply tell CP to get more pages. Others try to figure out how to save space for more reviews, longer reviews, double reviews. This is an economic question. CP can have almost everything anyone asks for, if it gets more subscriptions and more advertisements.

One writer wants journals reviewed as such. No thanks! CP is already having trouble enough with symposia and conference reports that have in them no reviewable unity, no unity at all except that they are articles bound together. CP could abstract the articles, but that is the business of *Psychological Abstracts*.

Several friends (not the ones who are after more reviews and more abstracting) want CP to branch out into articles. Well, CP will run articles about books and publishing and reviewing, and it will also run combination reviews and discussion, discussion of the general topic that the review brings forward. Just now it will not print articles on contemporary psychology, but, as its

title indicates, *CP* is aimed in that direction. See what happens in 1958, provided the people who want many little abstracts do not get control.

CP has been asked to carry a monthly column on the good psychological paperbacks. It will try an article on the subject and leave the question of continuous coverage to the future. It has been asked to run a series of articles on how to write books, a how-to-do-it series for young Ph.Ds. It might try one article, but who is to be the author? The Editor has been asked to discuss the quality of books in psychology. (Petitioner avers the quality is low.) That needs a more learned and bibliophilic man than the Editor, someone who can look a *belle lettre* in the eye with a twinkle in his own. Titchener maybe? or James? Has psychology no longer such? Is the petitioner's allegation sustained?

Someone who does have a twinkle in his eye wants *CP* once in a while to publish a review of one of psychology's classics, just to see what will happen. All right; *CP* will—once—in fact has in this very issue.

Then there's the question of whether *CP* should publish an index of reviews of psychological books reviewed in other journals. More pressure on space, but *CP* is looking into the matter.

That is not all, but it is enough. *CP* finds it has friends and is grateful. It is not discouraged, nor is it complacent. Faults are as good as puzzles; they are something to work on.



No black scorpion is falling on this table," said Alfred North Whitehead to B. F. Skinner in 1934. "Let me see you account for my behavior as I sit here saying that." (There was actually a table there and no scorpion.) Skinner went home and the next morning at six o'clock drafted on paper his reply to Whitehead. He had not yet got it finished when Whitehead died in 1947. It is a fascinating story, as Skinner tells it, of the drafting and redrafting and re-redrafting of the definitive reply, of the sufficient demonstration that words as behavior are adequate to the description of those aspects of human living that

ordinarily find their expression in words. Skinner's answer became a MS at Minnesota, and a new MS after his William James Lectures at Harvard, and still a newer MS in later years at Harvard. All his friends have been trying to get him to stop thinking long enough to get the book published, but they have not yet found a way to extinguish this piece of verbal behavior. Skinner is like a pigeon, pecking away, a pigeon that cannot be stopped. Still one soothsayer has ventured the opinion that the book, *Verbal Behavior*, will come out in 1957, but *CP* does not really believe him. When the giant riposte to Whitehead finally does appear, William James's record of twelve years of laborious revision of his *Principles*, with every sentence "forged in the teeth of irreducible and stubborn facts," will be knocked into a cocked hat.

KENNETH W. SPENCE'S Silliman Lectures are to be published by the Yale University Press in August under the title *Behavior Theory and Conditioning*. This is the thirty-fifth volume of the Lectures to appear since their foundation in 1901, and Spence's predecessors include such distinguished names as J. J. Thomson, Rutherford, Arrhenius, Verworn, Bateson, Haldane, T. H. Morgan, Sherrington, Osler, L. J. Henderson, Urey, and penultimately Ragnar Granit (*Receptors and Sensory Perception*). Ten of the thirty-five lectures have been on physiology or neurology, or nine if you omit Spence on the principle that behavior is the subject of a new science. Anyhow it is good to see that scientists closer to the center of psychology than Sherrington and Granit are now perceived at Yale as ready to supply evidence that will illustrate "the presence, providence, wisdom and goodness of God as manifested in the natural world." Darwin—Silliman—Spence—how many different efforts it takes to get the culture to move over from the belief that truth is

given by authority to the conviction that truth emerges from nature by way of evidence!

NEXT fall Basic Books will publish in English an international symposium under the title *Perspectives in Personality Theory*. The undertaking is a consequence from the Montreal International Congress of Psychology in 1954. There are twenty-two contributors: ten from the United States (if you count Else Frenkel-Brunswik and Werner Wolff as Americans), four from Germany, and one or two each from Canada, England, Belgium, Holland, France, and Italy. At least half of the names are of truly distinguished psychologists, too many to list here. If the book makes any money, the royalties will go to furthering international communication among psychologists.

This month *CP* is glad to include among its coterie of reviewers D. R. Mises, who is a direct descendant of that Dr. Mises who wrote *Beweis dass der Mond aus Jodine bestehe* (1821) and the other essays of which Fechner was so fond.



The readers and reviewers are not sending *CP* many 'aphorisms' to fill in the columns underneath the reviews. Surely *CP*'s constituency must have pet sentences and short paragraphs that they would like to see again in print, would like to share with the other *CP* readers. Horace B. English suggests that *CP* might use psychologists' *obiter dicta* for fillers, the bright gay sentence that X uttered about Y's theory. *CP* already has in stock a couple of *obiter dicta* of James's about Wundt, but what about fresher ones, the succinct casual remark that has never been printed? Such items cannot be anonymous, though. They may tease but must not wound the living.

—E. G. B.



Logical consequences are the scarecrows of fools and the beacons of wise men.

—T. H. HUXLEY



Leadership without a Leader

Thomas Gordon

Group-Centered Leadership

Boston: Houghton Mifflin, 1955.
Pp. xii + 366. \$5.00.

By ALVIN ZANDER

University of Michigan

ALMOST anyone will agree that a leadership approach primarily "concerned with . . . the potentialities of group members so that they may become more capable of self-direction" is good—at least some of the time. In *Group-Centered Leadership* the assertion is made that this approach is always the most effective.

This declaration is based, apparently, on the assumption that the consequences of procedures in leadership can be regularly predicted and that it is possible to identify which methods of leadership result in preferred consequences. This is, however, a doubtful postulate. We do not know enough about what leadership is, let alone the effects of variation in leadership styles. Nor do we know which consequences to prefer—except at vague levels of abstraction. Until such information is at hand, it is difficult to know how many of the assertions in this book can be accepted with confidence.

If the volume serves, however, to stimulate theory and research on the conceptual characteristics and group consequences of leader performance, it will have met one of the writer's objectives. Yet that is but a minor purpose. "It is written," says the author of his book, "for the leaders of many different kinds of groups . . . as an invitation, and at times an appeal, for them to try out a new pattern of leadership. . . ." So the account is a philosophy and theory of a particular type of leadership with suggestions for implementing these notions in real life.

As an invitation and appeal it succeeds admirably. The style of writing indicates a sincerity and conviction about these matters. Doubtless, many supervisors will be encouraged thus to give this new way of life a trial. Persons at levels of superior status will dis-

cover many practical suggestions for reducing the threat that their power generates in their subordinates. Persons whose roles prescribe that they help others learn or 'develop' will find in it a highly differentiated set of problems and solutions concerning their task functions.

The argument of the book is that man is on the march in a search for new patterns of leadership; philosophical and a few research writings point to the need for a type of leadership which puts human values first; group-centered leadership is a type of social behavior which may fill this need; but performance of this sort demands skill.

The difficulty here is that, despite the book's title, there is in it little discussion of group-centered leadership. What is treated is the leader as a developer of individuals in a group setting. Descriptions of appropriate leader behavior are almost always made in terms of dealing with individuals. The effects of the leader's actions are largely described as those acting upon persons as persons. The efficiency or inefficiency of a group is represented as due to the kinds of personality the members bring to the group. There is seldom any discussion about what this type of leadership does to the group and its properties.

References given to research in group psychology form but a tiny proportion of the total. How, for example, does the group-centered leader influence such group characteristics as goals, movement toward goals, cohesiveness, power over the members, interdependence among members, or the social structure? Such questions are not answered or recognized. It seems reasonable to expect that a group-centered leader would be as interested in the group as a whole as he is in its individual members.

These questions take on added significance when it is realized that the leader tries to lose "his leadership position [and becomes] perceived as merely another group member." This implies that the members, after the loss of the leader, must influence each other and cooperate in some fashion. There is no description, however, of the conditions which will best engender mutual influence among members, nor how the leader's actions best develop cooperative relations.

Exactly how and why group-centered leadership has positive effects upon individuals is not positively stated. Perhaps this is too much to expect when therapists too have a hard time with such a question. But part of the reason for this difficulty is apparent in the frequent comment that groups have great wisdom and so can find the best way if but given a chance. The leader, like the client-centered therapist, helps the group to solve its own problems. From these statements the reviewer concludes that the leader need undertake no pre-planning, nor provide organization (unless he is insecure), nor try to meet the members' needs for cognitive structure. To do so might make him too influential.

One wonders whether an emphasis on developing the individuality of members will not interfere with productivity, or even group maintenance, under certain conditions. It is highly likely, the reviewer believes, that it will—but only a few of the necessary conditions are known. We shall know more if we try to follow the advice of this book and study the effects of group-centered leadership, which is, after all, exactly what the author wants us to do. He has written an invitation, and just that, to try a learning experience so that the reader might discover for himself that the suggestions are useful ones.

Sensational Physics

Ernst Mach

Beiträge zur Analyse der Empfindungen

Jena: Gustav Fischer, 1886. Pp. vi + 169.

By D. R. MISES

Freiheit-an-der-Geschichte

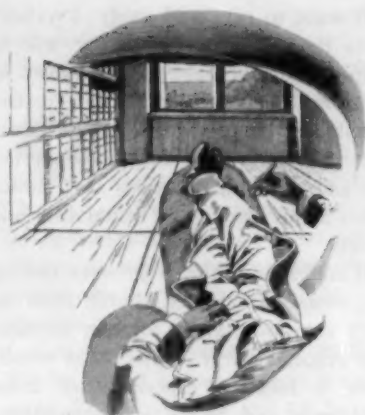
THIS little gem of a volume—clear, succinct, charming, almost irresistible—goes a long way toward silencing the dualists. Dr. Mach makes one simple point: physics is sensory, a science of sensations. If that statement sounds revolutionary, then let the skeptical reader ask himself

what else could physics—scientific physics—be, for all science is empirical, and, ever since Locke, we have known that sensation is the avenue by which experience comes to the mind. Mach, however, had Fechner in mind, not the British empiricists—panpsychic Fechner, with an evangel more mystical, less convincing than the simple doctrine now put before us.

Perhaps the new view becomes clearest when you consider the problem of mind and body. The body is physical. Can you have sensations without a body to do the having of them? No, but you must remember that the body itself is, in the first instance, a congeries of sensations. Mach presents to the reader his own portrait in pen and ink, the picture of the physical body which has his sensations, and, lo and behold, it is itself sensations. This apt portrait of Mach is reproduced with this review. It is three-quarter length, with all of the author above his eyebrows and most of his face missing, but with the sinister eyebrow, mustache, and nose showing clearly. These are those of the author's sensations that are the author to the author—visually speaking. If even Mach himself is a group of sensations to himself, then all bodies must primarily be sensations, and physics and psychology, though they be different, are basically one.

The author can be criticized for being so captivated by his idea of the fundamental identity of physics and psychology that he has neglected adequately to consider the problem of the differences between the two sciences. It is said, however, that Richard Avenarius at Zürich might shortly redress this deficiency in the Machian doctrine; but, until he has published on the subject, his ideas must for the most part remain lost in the minds of his students.

Seldom is prophecy—reliable prophecy—vouchsafed a critic; yet this reviewer ventures to suggest that we may have here in these persuasive essays of a brilliant physicist, turned psychologist and epistemologist, both an anodyne for many potential controversies of the future and a fog-dispelling ray that will penetrate obscurity. Why should not men of science adopt the Machian premise when dissension arises and confusion prevails, reducing all the facts



ERNST MACH AS SENSATION

under discussion to the basic sensory experience from which they are derived? Sensations themselves have a positive nature about which there can be little disagreement. Most controversy depends upon misunderstanding their implications. The Machian principle of always starting one's thinking with the basic sensations, with the observations themselves, might do much to increase the speed of scientific progress. We might even, borrowing a word from Comte, call the new procedure *positivism—Machian positivism*.



Piéron on the Senses

Henri Piéron

**Aux sources de la connaissance;
la sensation, guide de vie**
(3rd ed.; L'Avenir de la Science,
No. 39.)

Paris: Librairie Gallimard, 1955.
Pp. xii + 626.

By LEO M. HURVICH

Eastman Kodak Company

THE NEW French edition of Piéron's detailed and systematic account of experimental research on the special senses brings it up to date. This is true, of course, only to the

extent that book publication can keep pace with journal publication. This erudite handbook of sense physiology, as Boring described the earlier English and so-called second edition (*Amer. J. Psychol.*, 1954, **67**, 383-386), is now approximately 200 pages longer with a bibliography that contains some 1100 items—an increase of about 30 per cent over the earlier volume. Piéron's capacity to assimilate and evaluate such a large mass of highly specialized literature is impressive.

The revision is extensive and has been made with obvious care. Dozens of interpolated paragraphs refer to recent papers. Several new sections and figures have been added. Minor deletions have been made; some footnotes have been incorporated in the text (there is a goodly supply of replacements). Parts of the older material have been reorganized and helpful subheadings have been added. Finally, there has been some rewriting, particularly in the portions that deal with the chromatic sensations and with auditory quality.

Among the many specific changes, Piéron's own elaboration of the trichromatic theory of color vision is presented in a slightly modified form, Wald's photochemical schema is included as well as Baumgardt's and Ségal's recent work in this area, the process of excitation in the middle ear and Békésy's work on traveling waves is reported in detail, a section on sensory scaling has been added, and many new data from neurophysiological experiments are included.

The book as a whole, nonetheless, strikes one as essentially unchanged. Piéron's prefaces to the two French editions dated ten years apart tell us why. In 1944 he already believed that the main features of the area had been "drawn with enough certainty to avoid the need for essential modification in the future" and in 1954 he reaffirms this belief: "the new facts are enscribed in a framework that does not modify the scientific aspect of the problem of sensation." Many sensory psychologists would not agree that our understanding of sensation is so complete as to require only the filling in of the details. Nevertheless, this revised work does indeed collate many new facts widely scattered in many journals, and it is very welcome.

Psychological Religious Insights

Anton T. Boisen

Religion in Crisis and Custom

New York: Harper & Brothers, 1955. Pp. xv + 271. \$4.00.

By WALTER HOUSTON CLARK

Hartford Seminary Foundation

EVERY student of the psychology of religion is familiar with Anton T. Boisen's *Exploration of the Inner World*. His present volume is an extension of this earlier work in which he now applies particularly to American Protestantism his thesis previously set forth. The thesis is that, while psychotic panic and crisis can lead to complete personality disorganization, on the one hand, or rehabilitation and growth, on the other, there inheres in the experience potential religious factors that may play a part of wholesome integrative influence. Like Clifford Beers, Boisen brings to his task psychological understanding sharpened by the memory of personal tragedy—in his case, an attack of catatonic schizophrenia. On the other hand, his bold speculations at times approach the brilliance of William James's *Varieties* in their scope and fertility.

A truly original book, this is hard to evaluate. One might complain of a certain incoherence of organization and unevenness that leave many pages quite commonplace and barren. Systematic in certain ways and even statistical in places, nevertheless the account would hardly satisfy the stickler for statistical punctilio. It risks its appeal in certain psychological circles by eschewing technical terms in favor of plain language—or, if it is technical at all, its language tends to be that of the churches. There appear only occasional attempts to relate the thought to contemporary psychological theory. Though the author deplores the neglect of the scientific study of religion—and rightly—nevertheless he makes scarcely a point with such scientific precision that it could not be disputed.

And yet, for all these shortcomings, this book is one which all psychologists, and particularly psychopathologists, social psychologists, and sociologists,

will want to read and study. Psychologists interested in personality will be attracted by the light that is thrown by one who has been there on the creative possibilities of psychosis, and the social psychologists will be caught by the fertile and pregnant questions that Boisen raises about the church community and society.

What explains the progressive taming and emasculation of a church from its early emotional vigor to later intellectual respectability? Under what conditions is religious experience of crisis wholesome and under what conditions is it disorganizing and disintegrating? What analogy is there between individual experience and that of the nation in time of war or of the fear of war? Between social ill health and psychosis? These and many other similar questions are not only pertinent to social and psychological inquiry but are significant in the life of our times. As a stimulant to scientific theory and creativity and also as interesting reading, this exceptionally original volume can be highly recommended.

Philosopher's Ethics

Maurice Mandelbaum

The Phenomenology of Moral Experience

Glencoe, Ill.: Free Press, 1955. Pp. 338. \$5.00.

By FRANCIS W. IRWIN

University of Pennsylvania

THIS WORK on ethics written by a philosopher claims the attention of psychologists by its argument that psychology is relevant to at least some of the traditional issues of ethics and also by its aim of describing "the full range of moral experience." Such experience is defined by psychological criteria of a descriptive, rather than normative, kind—a distinction, by the way, that the author attributes to Wilhelm Wundt.

The principal results of more than 300 pages of fine-grained discussion have to do with (a) types of moral judgment and (b) the nature and resolution of moral controversies.

(a) Three types of moral judgment are distinguished: direct moral judgments of an agent upon the rightness or wrongness of a specific envisaged action under given circumstances; removed moral judgments made by an observer upon the rightness or wrongness of actions that have already taken place, including those of the observer; and judgments of the moral worth of a person's character or of some aspect of it. All of these judgments form a single genus with one defining characteristic. "This characteristic is that all moral judgments are grounded in our apprehension of relations of fittingness or unfittingness between the responses of a human being and the demands which inhere in the situation by which he is faced."

(b) Genuine moral controversies can be resolved in some instances, thanks to the existence of three universally accepted principles that bear upon the validity (though not the *truth*) of moral judgments. The principle of the primacy of the facts asserts, in part, that "no moral judgment is valid if it is based upon a false cognition of the relevant non-moral aspects of an action." The principle of universality involves "the claim of each moral judgment to being universally acknowledged as true." Finally, the principle of ultimacy states that "any moral judgment which is believed to be valid is incorrigible, and . . . must be acknowledged to be binding upon thought and upon action." It is concluded, nevertheless, that some moral controversies are incapable of resolution, since they arise from consistent differences among individuals in their moral judgments. "There must be acknowledged to be an infrangible bond between what man values or feels obligated to do and what is characteristic of his psychological nature." This skeptical outcome is reached without recourse to the usual relativistic arguments and only after incisive criticism of them.

BY WHAT methods are such results achieved? It is obvious from the start that they are the product of the study rather than the laboratory. Although the book is replete with statements about human experience and

conduct, to ask how they can be verified would be pointless. Those that are most strictly phenomenological (e.g., "in some choices we feel that one of the alternatives places a demand upon us") are offered as descriptions of immediate experience, beyond the privacy of which no one can penetrate. There are some that sound like universal empirical generalizations (e.g., "both disputants will claim to found their moral judgments on a true view of the facts"), but one hardly supposes that a query, say, about sampling techniques would be appropriate in the context. Still others might have the same status (e.g., "We are unwilling to hold that both of two contradictory moral judgments can be true"), were they not under suspicion of being definitional or tautological. It is unhappily clear that the book lies quite outside the realm of psychology as science; indeed, from that point of view it wholly lacks a base in empirical knowledge. From this we must draw the radical conclusion that the outcomes, however interesting and stimulating to further thought they may be, must be regarded as entirely unsubstantiated. That they should be valid by accident in the absence of the controlling facts is, to say the least, unlikely.

It is doubtful that the author will be surprised by this adverse verdict, resting as it does upon presuppositions so different from his own. His serious tone and scrupulous logic make it clear that he would not wish to be treated with mere politeness or praised for the wrong reasons. By his admirable mastery of a complex argument, his eschewal of appeals *ad hominem*, and his coolly detached though subtle reasoning, he has unquestionably earned the right to use the noble words of Stendhal that stand on the last page and that one cannot refrain from quoting here:

Je fais tous les efforts possible pour être sec. Je veux imposer silence à mon cœur qui croit avoir beaucoup à dire. Je tremble toujours de n'avoir écrit qu'un soupir, quand je crois avoir noté une vérité.

That so good a book of its kind should have failed, as the reviewer believes that it has, does much to deepen a psychologist's pessimism for the future of an ethics that is innocent of experiment. Professor Mandelbaum has been bold

enough to argue for an ethics based upon a knowledge of human nature. Perhaps the time is ripe for even rasher attempts toward a science of ethics by psychologists and social scientists armed with the best weapons of their disciplines. The charge that an experimental ethics is self-contradictory should not greatly distress an experimental psychologist who recalls the early history of his own science.

The book is inscribed to Wolfgang Köhler, whose influence upon it can be seen. The publishers are to be commended for the good appearance of the volume and its almost complete freedom from printer's errors.

Depth Ethics

Lewis Samuel Feuer

Psychoanalysis and Ethics

Springfield, Ill.: Charles C Thomas, 1955. Pp. 134. \$4.00.

By ROLLO MAY

New York City

ONE PICKS up with keen interest these days any book which purports to throw a bridge between psychoanalysis and ethics. That interest is not reduced, although it may be admixed with some skepticism, when the author essays to find in psychoanalysis a scientific basis for a universal human ethic. In this lucidly phrased and sincere book, Professor Feuer sets out ambitiously to do these things.

He is at his best in undercutting the usual rationalizations in philosophy and the social sciences for avoiding the ethical problem. "Contemporary philosophers," he asserts, "have contrived an academic analysis which culminates in a devaluation of values; they achieve a self-destructive consummation in asserting that they have nothing to say. Psychoanalysis and the social sciences, by probing into the innermost sources of men's values, help them to recover their freedom, they help them to find their own authentic values." Though Feuer's wish may be father to the thought concerning the social sciences,

he is most emphatic in his insistence that they cannot avoid ethical questions and had best resign themselves to that fact—or affirm it with relief and enthusiasm.

The most serious road block to developing a scientific ethics in the past has been the lack of a method of dealing with unconscious motives, hatreds, anxiety, and resentment. Psychoanalysis, Feuer holds, furnishes precisely this needed method. The repressed sadism, self-hatred, and despair which underlie so much present-day cruelty and aggression by both individuals and groups can be analyzed and, to a great extent, clarified. Cynicism and pessimism, he cites for example, arise from forms of self-aggression.

Knowledge itself is not enough for virtue; Plato was wrong in holding that people will do the good if only they know it. Freud saw that the reason they *cannot know* the good lies in their own "resistances." Feuer discusses various approaches to values and the "good," concluding that psychoanalysis can give a basis for "authentic" values—that is to say, values that will be truly one's own, affirmed on unconscious levels as well as on the level of the superego, reflected and promulgated in society, not by *anxiety-inducing* statements, but by *therapeutic* propositions. I gather by the latter phrase Feuer means propositions which affirm the person's integrity, sense of worth, and happiness.

Feuer's reasoning is solid throughout and his work is interspersed with acute analyses of some historical ethical systems, such as John Stuart Mill's utilitarianism. Unfortunately, however, he shows no knowledge of other significant thinkers, such as Erich Fromm and Paul Tillich, who have attacked the problem of ethics and psychoanalytic knowledge.

Also he is over optimistic and too sanguine, I fear, about psychoanalysis. When he speaks in such phrases as, "the universal ethics, which is the outcome of psychoanalysis," one feels he is still in the stage of positive transference with respect to this new discipline. Psychoanalysis has often been used, rightly or wrongly, in the service of ethical nihilism.

As an analyst myself, I am con-

● **Perception and
the Representative
Design of Psycho-
logical Experiments**

By Egon Brunswik

Definitive presentation of Brunswik's pioneer work in experimental psychology. Shows how criteria of representativeness can be incorporated into experimental design, applying probabilistic sampling to both subjects and objects. Analysis of the experimental literature focuses on a general theory of adaptive behavior, with special emphasis on the cognitive functions of the organism.

166 pages, 39 figs. \$5.00

● **Nonverbal
Communication**

*Notes on the Visual
Perception of Human
Relations*

*By Jurgen Ruesch, M.D.,
and Weldon Kees*

Analyzes little-explored aspects of interpersonal communication by means of numerous photographs, succinct captions, and text. Of fundamental importance to psychologists, and to workers in psychiatry, sociology, art, advertising, decoration, and photography.

218 pages, 330 illus. \$7.50

● **Art and Visual
Perception**

By Rudolf Arnheim

Describes the visual processes that occur when people create, or look at, works in the various arts.

420 pages, 285 illus. \$10.00

● **The Self in the
Psychotic Process**

*Its Symbolization in
Schizophrenia*

By John Weir Perry

Jungian analysis of material from a case of acute catatonic schizophrenia with paranoid trends.

202 pages, 48 illus. \$5.00

**UNIVERSITY OF
CALIFORNIA PRESS**

Address: Berkeley 4, California

vinced that this new method of understanding human motives is of crucial importance for ethics, and the task of developing a broad ethical base holds serious urgency. But this task will require contributions from every side—from philosophy, psychology, and other social sciences, and obviously from religion and history.

But Feuer asks the right questions, and that is a great deal. Though not broad enough for general reading, this book will be highly rewarding and interesting for the student in this field.



Guide to Guidance

Merle M. Ohlsen

Guidance: An Introduction

New York: Harcourt, Brace, 1955.
Pp. x + 436.

By LAWRENCE H. STEWART

University of California

THE TEXT has been designed "to help prospective and practicing teachers, administrators, counselors, and prospective counselors become acquainted with basic guidance services, to discover the relationships among these services, to organize their resources, and to use guidance techniques in helping youth solve their problems." The author has tried to meet the demands of students who will have no further formal work in guidance as well as those who intend to specialize in the field.

The text most nearly reaches its objectives for terminal students. Well-chosen case studies suggest many ways that teachers and administrators may better understand and cope with student needs and problems. It falls short of this objective, however, in one important respect. Although there is repeated insistence that working with children necessarily involves relationships with many persons, including the specialist, the nature of the relationship is never clearly defined. At times one gets the impression that the specialist is an outsider who participates only when invited. Some of the case studies fail to

make clear whether the person designated as a counselor is functioning primarily as a teacher or as a specialist. Thus, there is a distinct possibility that students, especially those who will receive no more instruction of this sort, will be somewhat confused as to the roles of the many persons who must necessarily be involved in the guidance program. Actually the relationship of the guidance program to the total school program is never discussed.

For the beginning specialist, the text has several serious limitations. In addition to ambiguity in stating the relation to other staff members, there is no clear-cut definition of the scope of the guidance program other than that it should be designed to meet the needs and problems of the students and that it should be focused on the individual. A guidance program must be concerned with the optimal development of all youth, not just those with problems or particular needs. To function in this manner a program needs to have a well-formulated philosophical base from which to operate. The text provides little help in establishing this base—a criticism that might apply equally well to most other guidance texts. There is, moreover, no treatment of counseling as a profession, a discussion of trends, professional organizations, ethics, and the like.

The author has included topics not usually found in introductory texts: guidance and school discipline, counseling individuals in group settings, pupil-centered teaching, interpreting statistical relationships. The first two chapters are an important contribution to an introductory text. On the other hand, there is some question, in the reviewer's mind, as to why a chapter on pupil-centered teaching was included. He believes, moreover, that the chapter on statistical relationships should be left to texts on measurement or statistics.

The book is interestingly written. Well-chosen case materials should motivate readers to do some critical thinking. Suggested readings and visual aids appear to be appropriate. On the other hand, the book is by no means self-contained. The instructor should supplement it rather than follow it as a text, especially with students who intend to take no more course work in guidance.

Sex and the Whole Man

William Graham Cole

Sex in Christianity and Psychoanalysis

New York: Oxford University Press, 1955. Pp. ix + 329. \$4.00.

By PETER A. BERTOCCHI

Boston University

THIS BOOK would be important simply as a critical exposition of thought about sex in the history of Christianity and in psychoanalysis, but Professor Cole is also seeking a more constructive and inclusive approach to the ethics of sex. In his view, the best in Christian thinking about God, man, and sex is not only compatible with, but gives needed support to, the best in recent psychoanalytic treatments of the subject.

Cole finds the core of agreement between Freudian and Judeo-Christian thought in a positive acceptance of sex, untarnished by Hellenistic dualism. Both stress inner motivation rather than external behavior; both insist that condemnation of sexual perversion, aberration, and unconventional deviations subside in favor of understanding the relation of sexual 'symptoms' to the underlying anxiety and inability of the person to relate himself to his fellow-men.

One must applaud any scholarly attempt to ferret out common grounds between different approaches to man; and this reviewer finds himself agreeing with the main thrust of this book, in its rebellion against any view of sex as intrinsically unworthy. Cole, on the other hand, is so anxious to make a case that he fails to be adequately circumspect in his treatment of historical data or to take adequate account of such critics of Freud as Suttie.

Thus Cole's basic thesis, in the analysis of the thought of Jesus, Paul, Augustine, Aquinas, Luther, and Calvin, is that the central affirmation in Judeo-Christian thought knows no dualism which treats the body as a negative and unworthy partner of the mind. It was only "later intrusions [after Jesus] of Hellenistic dualism into Christian thought" that led to depreciation of the

part of sex in full human experience. Accordingly "there is much not worth defending in the interpretations of sex found in Augustine and Aquinas, in Luther and Calvin," and the Church has been "guilty of preaching a point of view which originated in Hellenistic dualism and which is not only un-Biblical but also anti-Biblical" (p. 285).

The trouble with this thesis is not that it is without foundation. However, it assumes, for example, that other minds needed Hellenic influences to think of such 'dualistic' doctrine. Can such generalizations (with no detail provided by Cole) be made against Greek thought? It has become fashionable for 'biblical Christians' to separate Jerusalem from Athens without careful documentation. Too much in Plato (even) and in Aristotle and the Stoics is thus neglected. In the *Phaedrus* (p. 256), for example, Plato objects to sexual indulgence because it cannot be entered into with the whole mind—a point in agreement with Cole's own Christian psychoanalytic approach.

WHAT Cole never seems to see is that moralists like Plato and Aristotle were not suggesting that the body be denied but that the total being be harmonized at a qualitative level of existence which does not enslave a man to any part of his life—and they realized that the more immediate pleasures, such as those yielded by sex, can keep one fixated instead of growing. They were saying in a different way what Jesus said when he said that men shall not live by bread alone (or is this dualism too)?

Would it not be more accurate to say that the best in Jewish, in Greek, and in Christian thought did assert a conception of man's relation to Reality, one which could lead to denial of the body instead of unification of the total person? Such a view centers the actual problem, without falling into the incipient and equally disastrous psychoanalytic temptation of thinking in terms of reducing sexual tension rather than affirming the many facets of life. The real dualism to be fought is that between part and whole, not between mind and body, or between reason and desire.

Phosphenes

Johs. Clausen

Visual Sensations (Phosphenes) Produced by AC Sine Wave Stimulation

Copenhagen: Ejnar Munksgaard, 1955. Pp. 101.

By J. W. GEBHARD

Applied Physics Laboratory, The Johns Hopkins University

IN 1755 the French physician Le Roy (1) attempted to cure blindness by discharging a Leyden jar through the head of a patient. The therapy failed, but the treatment resulted in the first reported example of what has been known since Johannes Müller as the doctrine of specific nerve energies. For two hundred years now, European physiologists and ophthalmologists have written sporadically on the possible uses of the faint, bluish-white sensations of light evoked by electric stimulation applied to the intact eye. These uses have ranged from diagnosing disorders of the retina in the clinic to separating the photochemical and neural aspects of vision for study in the laboratory.

Johs. (né Johannes) Clausen first developed his interest in the latter use of the electrical phosphenes in Norway, and he now offers a readable, well-printed monograph describing the results of a series of diverse experiments conducted at the New York State Psychiatric Institute. The bulk of past experimenting has been done with storage batteries, induction coils, and condensers. Clausen used the latest methods of stimulating the human eye with variable frequency alternating current.

Significant research on the elusive electrical phosphene has never been easy. Until recently, adequate techniques for handling a difficult problem in experimental control have not existed, and Clausen properly introduces his topic with a good, but by no means complete, review of past confusion in theory and experiment.

In his own work, he has elected to conduct fourteen brief experiments on several kinds of phosphene problems, rather than to concentrate his efforts on

NEW WILEY TECHNICAL PUBLICATIONS

THE ESSENTIALS OF EDUCATIONAL STATISTICS

By Francis G. Cornell, *University of Illinois*. Concerned exclusively with the application of statistics to problems in education. Careful consideration is given to methods of importance in such diverse branches as supervision, administration, curriculum development, school finance, and instruction. The presentation has been designed to be followed by the reader with a minimum of mathematical training. One of the Wiley Publications in Statistics, edited by Walter A. Shewhart and S. S. Wilks. 1956. 375 pages. \$5.75.

THE PSYCHOLOGY OF INDUSTRIAL CONFLICT

By Ross Stagner, *University of Illinois*. This remarkable book presents an entirely new approach to the understanding of industrial controversy. It offers an analysis of why workers join unions, why executives follow certain policies in labor relations, leadership in unions and management, tactics, strike phenomena, and labor-management cooperation—in terms of the behavior of the individual. 1956. 550 pages. \$8.00.

OPINIONS AND PERSONALITY

By M. Brewster Smith, *Social Science Research Council*, and Jerome S. Bruner and Robert W. White, *both of Harvard University*. Looks at the lives and character of ten normal men in the midst of their adult lives and asks: What function is served in each life by holding a particular set of opinions about Russia and Communism? Helps clarify the very nature of opinion. 1956. 294 pages. \$6.00.

EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM

By Henry Clay Lindgren, *San Francisco State College*. Stresses the role of the classroom teacher in the learning situation. Provides highly practical treatment of such vital topics as self-concept, emotional maturity, the role of attitudes in learning, psychological needs, anxiety, emotional climate, and developmental tasks. 1956. 522 pages. \$5.00.

WORK AND AUTHORITY IN INDUSTRY

By Reinhard Bendix, *University of California, Berkeley*. A sociological study of those ideologies of management which seek to justify the subordination of large masses of men to the discipline of factory work and to the authority of employers. One of a series of books from the research program of the Institute of Industrial Relations, University of California. 1956. 466 pages. \$7.50.

THE PSYCHOLOGY OF OCCUPATIONS

By Anne Roe, *Research Psychologist, New York City*. This work investigates the broad field of the relations between occupation and other aspects of life in a search for a general pattern and for basic principles. One of the Wiley Books in the Mental Health Sciences. 1956. Approx. 356 pages. Prob. \$7.00.

THE ANALYSIS OF FANTASY

By William E. Henry, *University of Chicago*. Gives a systematic description, from research and clinical experience, of the basic stimulus properties of the Murray TAT pictures, with an analysis of the various kinds of stimuli presented by them. 1956. 305 pages. \$6.00.

Send for examination copies.

JOHN WILEY & SONS, Inc. 440 Fourth Ave., New York 16, N. Y.

one or two. The scope of his research includes problems of method, the relationship between AC frequency and threshold intensity, retinal locus of the phosphenes, the effect of adaptation, difference limens for phosphene flicker, interactions with audition, and the effect of varying the physiological state of the subject. This varied attack makes for interesting and instructive reading because all but a few of the problems he touches upon are important, but it does not resolve any one of the numerous conflicts in phosphene data that he clearly shows to exist.

THE FIRST consequence of Clausen's broad approach, then, is to make the fourteen experiments only exploratory, not definitive. A more serious defect is that the quantity of data collected on the three to seven subjects appears to be insufficient for secure conclusions. Unfortunately, the number of actual measurements is not made clear in all cases; few workers, however, would be satisfied to base statistical inferences on *N*s that are often less than 30. It is not surprising, therefore, when the differential limens are found to bear no relationship to those of Schwarz (3) and Lohmann (2), whose work Clausen makes no attempt to reconcile with his own findings.

It is a pleasure to see a summary interwoven with the discussion. The discussion is properly conservative and does not exceed the data. A final summary and good bibliography make this a valuable starting point for others who would turn their hand to this fascinating, though often slippery, research tool that currently lacks status in the physiology of vision.

REFERENCES

1. LE ROY. (Mémoire) Où l'on rend compte de quelques tentatives que l'on a faites pour guérir plusieurs maladies par l'électricité. *Mém. mat. phys. Acad. roy. Sci., Paris*, 1755, 60-98.
2. H. LOHMANN, Ueber die Sichtbarkeitsgrenze und die optische Unterscheidbarkeit sinusförmiger Wechselströme. *Z. Sinnesphysiol.*, 1940, 69, 27-40.
3. F. SCHWARZ, Über die Wirkung von Wechselstrom auf das Sehorgan. *Z. Sinnesphysiol.*, 1938, 67, 227-244.

Millions for Machines; Pennies for People

Thomas J. Luck

Personnel Audit and Appraisal

New York: McGraw-Hill, 1955.
Pp. 317. \$6.00.

By LYNDE C. STECKLE

William, Lynde & Williams,
Painesville, Ohio

THIS DESCRIPTION of techniques by which management can obtain dollar-and-cents evaluation of the human function within its organization brings together a mass of pertinent information. Historically, management has spent much upon its machines and little upon its people. One reason for this lies in the fact that the contribution of people has not been measured by figures on the profit-and-loss sheet as has the productivity of machines and the efficiency of manufacturing processes. Consequently the personnel function in industry often is tolerated as a kind of necessary evil primarily because standard costs and other typical ways of measuring operating efficiencies are not available for it. The personnel function usually is classed as a 'non-productive' operation and, in terms of the profit-and-loss sheet, this means that while money is spent, none is returned. The techniques of personnel appraisal that Luck presents are ways by which the personnel function can come of age and *prove* its right for budgetary consideration.

Attempts to put most of these techniques into industrial practice certainly will demand expert advice or consultation for the usual personnel man. Since these are mainly psychological tools, however, it is only proper that a psychologist competent in these areas should contribute. Luck makes this point throughout.

Nevertheless a careful study of the procedures described in *Personnel Audit and Appraisal* by the alert personnel man will show him many ways to justify the expense of his operations in terms comprehensible to management. He will find ways to answer bothersome questions of cost and effectiveness when

training and development courses are being discussed. He will discover how he specifically can show the values (or lack thereof) in employment and exit interviews. The personnel man is shown how he can "cost out" (show in dollars and cents what an anticipated operation will cost and what savings it may effect) testing programs, morale and attitude studies. The utilization of procedures described in this book theoretically, at least, will enable management to measure the values in its personnel program as precisely as it customarily measures the values of its sales and production programs. The suggestion is that only when personnel costs specifically can be assessed may Personnel expect the same consideration now received by Engineering, Finance, Production, and Sales within the usual industrial organization.

THE BOOK is loaded quite heavily with ways to assess morale and attitudes in general. This is as it should be. The uncertainties that management often expresses about how its people feel is reason enough for the space given to attitude and morale surveys. While sociometric techniques may well be beyond all but the most sophisticated of companies, any of the others (communications, turnover, productivity, scrappage, absenteeism, grievances, dispensary reports, interviews, questionnaires, etc.) may be used by almost any business.

In my opinion it has practical as well as informative value. As a college text, the book has a place. It is a cut above most books that might be used in Industrial Psychology or Personnel Administration courses. Its emphasis is upon the problems of people in industry and what can be done about them. It wastes little space upon cute little techniques for measuring clerical and manual performance, techniques that commonly are of more interest to the instructor than of value to the industrially oriented student. It faces the problem of human labor relations, faces it squarely. Unfortunately, it may be difficult to teach unless the instructor has more industrial knowledge than usually is the case. The time is coming,

however, when psychology is going to have to accept the fact that it is being applied and that its sheerly academic concepts are not the only criteria of its worth. Toward this end, Luck lends a strong hand.

In my opinion, this book well could be required reading for anyone interested in the personnel area or active in it. It is a clear-cut attempt to remove the mystery from personnel functions and to replace this mystery with devices for measuring personnel effectiveness and personnel efficiency. Through these procedures, money for people as well as for machines may be obtained. Personnel men refer over and over to the "people problems" they face. In this book they may find solutions if they are interested enough to work them out. So too the instructor may find real values in this text if he also is willing to work a bit for them.



Anticipations of Marriage

Robert O. Blood, Jr.

Anticipating Your Marriage

Glencoe, Ill.: Free Press, 1955. Pp. xviii + 482. \$5.00.

By ERNEST OSBORNE

Teachers College, Columbia University

IN HIS preface, Dr. Blood makes some rather breath-taking claims for his book. He asserts that it is carefully organized, geared to reader interests, task-oriented, dynamic, based on the best available knowledge, objective and human! A big order, indeed! Yet not only are these phrases appropriate but others such as honest, fearless, insightful, and encompassing might be added.

Anticipating Your Marriage, as its title indicates, is primarily focused on the here-and-now concerns of college students, though the last third of the book deals with parenthood and family living, experiences that are more remote from college life than those dealt with in the first parts of the book. Some of the chapter headings: *Dating, Choos-*

ing a Marriage Partner, Growing in Love, Giving Physical Expression to Love, Deciding When to Get Married and Pinning and Engagement, Getting Married, Learning to Act as Husband and Wife, and Solving Marriage Problems reveal this here-and-now emphasis.

The book is easy reading. There are many illustrations from the author's research, teaching, and counselling. When tables are included, they are clearly explained. Though the book is by no means 'popular' in the trashy sense, it is delightfully free from stereotyped academic paraphernalia. There are no footnotes, for instance, though there is frequent reference to the briefly annotated bibliography.

The material, presented in a functional, down-to-earth fashion, is psychologically tinged. The author is, however, sociologically trained: the specific references to studies are largely in the field of sociology.

Dr. Blood's treatment is so thorough that a question arises as to whether the instructor who uses class discussion, will find anything left to be said.

The treatment of such difficult areas as petting, premarital intercourse, and sex in marriage is refreshing. Dr. Blood is franker, less moralistic but no less ethics-centered than most authors of similar books. Students using the book will be pushed to an examination of their own stereotypes without being made to feel that in order to be acceptable they must be completely unconventional.

Anticipating Your Marriage is not an advice-giving book but it does provide material which should be of real help to individuals with personal problems in the area of marriage and family life. At times, one almost gets the feeling that the author is casting himself in the role of the understanding, nondirective counselor.

In the narrow sense, this book is not a text in psychology. It is designed for the increasingly large number of so-called 'functional' courses in marriage and family life. As such, it is a distinct contribution and deserves the consideration of instructors who are primarily concerned with the personal meaning that their courses can have for students who are interested in preparing themselves to be effective husbands, wives, and parents.

San Francisco Dissected

Robert C. Tryon

Identification of Social Areas by Cluster Analysis: A General Method with an Application to the San Francisco Bay Area

Berkeley: University of California Press, 1955. (University of California Publications in Psychology, Vol. 8, No. 1.) Pp. viii + 99. \$1.50 (paper).

By LYLE V. JONES

The University of Chicago

THE PURPOSE of the ambitious study reported in this monograph is to derive empirically a set of 'social dimensions' based upon measured attributes of people, and to classify people into subcultural groups in terms of these dimensions. Basic data consist of sets of decile or dichotomized 'scores' for 243 census tracts in the San Francisco Bay area on 33 variables assessed in the 1940 census, including age, sex, nationality, education, family status, occupational status, and living conditions.

From the matrix of tetrachoric correlations among census variables are derived seven clusters. That one-third of the correlations between clusters exceed .80 suggests that cluster analysis, as applied, may be inappropriate for the definition of distinct groups of variables. In fact, in this study, the method is supplemented by a procedure to determine the number of independent dimensions. Three are judged to be "necessary and sufficient general dimensions of social structure." The three are selected, presumably for convenience, to be the most independent of the seven clusters already determined, and are labeled *Family Life*, *Assimilation*, and *Socioeconomic Independence*. Unfortunately no assessment is made of the residual correlations unaccounted for by these dimensions. The report of high multiple correlation coefficients between these three and the four remaining clusters is less than convincing evidence for their sufficiency. (Might it be, in studies of this kind, that the availability of a physical model enhances the probability that an investigator will deal with only that magical number of dimensions, three?)

To determine the number and nature of social areas in the San Francisco Bay area, the 243 census tracts are viewed in terms of their profiles of scores on the three general dimensions. Eight areas result, of which four are presented as primary in the sense that the others may be considered weighted composites of them. Primary areas are identified as *The Exclusives*, *The Downtowners*, *The Workers*, and *The Segregated*.

Fifteen years elapsed between initiation and completion of this project. Acknowledgment is made to over a dozen students who made important contributions to the study, many of whom wrote theses on one or more phases of the work. Perhaps these circumstances account for the complicated organization of the report. The various phases of analysis lack continuity from one stage to the next, and, in general, the exposition could have been presented more coherently. To comprehend and interpret results from a single stage of the study, it is necessary to attend simultaneously to two separate chapters and an appendix.

Ideally one would wish to have available for the analysis of data of this sort multivariate methods which assure results of known statistical stability. But empirical investigation of complex multivariate problems in psychology happily has not awaited the complete development of statistically elegant methods of analysis. Factor analysis and approximations thereto, while clumsy and not completely trustworthy, can boast a recent history of inductions far more fruitful than the speculations they replaced. In such context, results of this project are worthy of careful consideration. The conclusions should be viewed as plausible hypotheses which may serve to guide further studies involving social classification.



Even hedonism seems to deal only with the pursuit of happiness and to have little place for happiness itself.

—MARY HENLE



FILMS

By ADOLPH MANOIL, Editor

Non-Verbal Communication

Communication and Interaction in Three Families

Jurgen Ruesch. 16-mm., motion picture film, black and white, sound, 75 min., 1953. Available through Kinesis, Inc., 566 Commercial St., San Francisco 11, California. \$195.00; rental \$12.00.

This film is part of a study of non-verbal communication made at the Langley Porter Clinic in San Francisco.

Three average families are shown in similar home situations, as recorded by the camera. The presentation is divided into three parts. The first part shows mother-child relationships in preparing the child for his bath, during and after the bath, and while the child is put to sleep. The second part shows the same three families in larger intrafamily groups; it presents siblings' indoor play, eating, and other common home activities, including the father's participation in dressing and undressing the child. The third part (sound track only, 15 min.) presents the interpretations of the film by five observers: two psychiatrists, an anthropologist, a child psychiatrist, and a clinical psychologist.

Non-verbal communication and interaction at this level are characteristic behavioral patterns that supplement and oftentimes replace verbal communication. Gestures, mimicry, pantomime, and emotional facial expression are means of voluntary or involuntary communication.

The study of non-verbal communication is predicated on the assumption that behavioral patterns are as significant as verbal symbols. Non-verbal communication, in ordinary conditions, seems, moreover, to express individual experiences better than verbal symbols. A verbal symbol is a learned label which does not guarantee perfect congruence with the experience for which it stands.

Non-verbal expression appears as a primary, first-hand manifestation, not yet frozen in a symbolic label. These characteristics should make it a genuine, dynamic process, readily available for empathic communication.

This view of the communication process would assume that direct, immediate understanding without words is not only possible but it is even truer to fact. Such phenomenological empathy would suggest that intuition is a basic process of communication. The film under consideration appears to be an attempt in that direction and could thus be used for research purposes. It could, as a matter of fact, be shown without sound track. Interpretation could then be given and compared with the comments of professionals as presented in the 15-min. period with the sound track alone.

Creative Work in Children

Children are Creative

Frank Bach. 16-mm. motion picture film, black and white or color, sound, 10 min., 1952. Available through Bailey Films, Inc., 6509 DeLongpre Ave., Hollywood 28, California. Color \$100; black and white \$90. Rental \$4.50.

Creative tendencies in the field of art and work are illustrated through animation and actual classroom activities. Basic conditions conducive to creative work are demonstrated in terms of motivation, orientation, creative work, and the finished product. Various film sequences illustrate the function of the teacher, and the importance of direct experiences with the environment.

The use of different forms of expression such as clay modeling, finger and brush painting, drawing, and displays is well illustrated. Free observation of objects in the environment, and proper

guidance from the teacher, are emphasized as basic motivational factors.

The film demonstrates that children's creative work in the field of art is part of their normal development provided adequate environmental conditions and guidance are available. It should be useful as a basis for the discussion of children's expressive behavior as related to motivational and environmental factors.

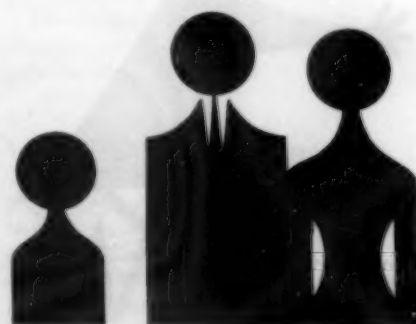
Social Psychology

Can We Immunize Against Prejudice?

Center for Mass Communication of Columbia University and Anti-Defamation League of B'Nai B'Rith. 16-mm. motion picture film, black and white, sound, 7 min., 1955. Available through Anti-Defamation League of B'Nai B'Rith, 212 Fifth Ave., New York 10, N. Y., and Center for Mass Communication, Columbia University, 125 Amsterdam Ave., New York 25, N. Y., \$40.00.

Through the use of animated drawings, characteristic aspects of the problem of prejudice are clearly presented.

Three well-intentioned families set out to rear their children so as to develop understanding and unprejudiced attitudes. The first family emphasizes the value of good heart and good parental example; the second, the value of information and knowledge; the third, the importance of law and order. All three approaches to immunize against prejudice are unsuccessful. The social environment outside the home overcomes the defenses the parents have tried to



PARENTS AND CHILD

(From the film *Can We Immunize Against Prejudice?* Center for Mass Communication, Columbia University)

instill in their children. Prejudice still operates as a social illness.

The film is divided into two parts: the first part states the problem and opens it for discussion; the second part restates the problem and concludes the presentation.

This is a discussion-type film which allows for audience participation. The characters are simple geometric drawings representing human figures but with no physiognomy or sociocultural patterns.

The approach used in this film is less abstract than that used in *Boundary Lines* (International Film Foundation, 16-mm., sound, color), but it still represents a good technical device for an objective, 'neutral' presentation of a social problem. The film has artistic value and it is pleasant to see. The problem of prejudice is clearly stated, and the narrator's questions should stimulate audience participation. As a whole, this is a good film for a theoretical analysis of prejudice. It could be used effectively in classes in general and social psychology for the discussion of various aspects of the psychology of prejudice.

The film is also designed for use in a 30-min. TV program, that is to say, with lay audiences. This possible use of the film raises the problem of its effective-

tiveness as a mass communication medium. In matters of prejudice, especially when dealing with lay audiences, the effectiveness of communication cannot be limited to its verbal level. The actual test of effectiveness lies in the degree in which resulting attitudes are changed.

The use of geometric drawings should guarantee a high degree of objectivity and by that facilitate an analysis of the problem at a conceptual level. The audience could become involved intellectually, but not by empathy. Thus, what is a quality for objectivity could defeat its communication value at the level of attitudinal changes. Intellectual understanding, moreover, does not necessarily result in actual attitude changes. The possible discrepancy between intellect and morals, or between theoretical understanding and empathy, raises the problem of the actual effectiveness of any abstract, 'neutral' film that treats a social problem without direct emotional involvement. Although the problem of attitude changes cannot be settled without comparative research, the reviewer believes that such films as *The High Wall* or *Gentlemen's Agreement* are more effective for mass communication than abstract, 'neutral' films. The latter have a predominantly intellectual appeal and lack non-verbal communication value.

Neighborhood Story

Baden Street Settlement, Rochester, N. Y. 16-mm. motion picture film, black and white, sound, 20 min., 1954. Available through Audio-Visual Center, Syracuse University, Syracuse, N. Y. \$90.00; rental \$4.00.

The function of the Settlement House work for the improvement of life conditions in slum areas of large cities is dramatically demonstrated.

The film shows a Settlement House group worker in his efforts to understand and help a ten-year-old boy who, during a class on soap carving, becomes angry and threatens a classmate with a knife. The behavior of the boy is interpreted within the context of his home experiences. Various visits to the boy's home illustrate overcrowding, substandard housing, poor health, dissatisfaction, and general family tension. The slum atmosphere affects all members of the



CHILDREN BUILDING UP TENSION

(From the film *Can We Immunize Against Prejudice?* Center for Mass Communication, Columbia University)

family and results in antisocial behavior. The father of the boy is helped to understand the work of the Settlement House and recognize its importance.

The film emphasizes the need for community work, individual cooperation, and recognition of the democratic ideal of equal opportunity for all. Basic psychological principles in terms of individual needs, group cohesiveness, and environmental determiners of behavior are well illustrated. The Settlement House work serves a definite social need and is so organized as to promote the good of the community.

The film should be particularly useful in classes in social psychology. Used with lay audiences it should promote a better understanding of community life and social responsibility.

Old Age

Adventure in Maturity

Oklahoma State Dept. of Health. 16-mm. motion picture film, color, 22 min., 1954. Available through International Film Bureau, 57 E. Jackson Blvd., Chicago, Illinois. \$175.00, rental \$10.00.

Various problems of old age as affecting women are presented. Different film sequences show an old woman living in the memories of her past and almost completely withdrawn from her present social environment. Under the influence of a friend she makes an effort to participate in social activities. In this way she becomes interested in her personal



UNSUSPECTING CHILD APPROACHES THE WORLD OUTSIDE HIS HOME

(From the film *Can We Immunize Against Prejudice?* Center for Mass Communication, Columbia University)

appearance and establishes contacts with other people. Her life becomes more meaningful, her relations to her grandchildren improve, and she becomes a useful and satisfied member of society.

This is a discussion-type film. Its content suggests different ways in which older people could make a readjustment to life. The audience is invited to discuss the problem.

The problems of old age in women are slightly different from those of men at both the social and individual levels. The film under consideration, if used in conjunction with *Retire to Life*, should provide for a comprehensive discussion of pertinent differential characteristics.

Retire to Life

Oklahoma State Dept. of Health. 16-mm. motion picture film, black and white, sound, 22 min., 1953. Available through International Film Bureau, Inc., 37 E. Jackson Blvd., Chicago 4, Illinois. \$75.00; rental \$5.00.

Old-age problems, as concerning old men are demonstrated through the presentation of a retired worker who has to make a readjustment to his new conditions of life. While recreational activities, such as fishing, can be helpful for a short period of time, they prove to be not enough. Self-respect, status, and the meaningfulness of one's position within the social environment require systematic effort and appropriate integration through activities relevant to prevailing cultural values. Recognition, acceptance, and meaningfulness of life are obtained through work conceived as a purposeful activity, recognized as such by the social environment.

This is a discussion-type film which properly used could lead to the consideration of a great variety of problems concerning old age. The film could be used profitably with classes in social psychology for the discussion of problems of old age and their sociocultural implications. Used with lay audiences it should provide for a better understanding of old age as an individual and social problem.



Nervous System

The Human Brain

Nathaniel Kleitman and John T. Bobbitt. 16-mm. motion picture film, black and white, sound, 11 min., 1955. Available through Encyclopedia Britannica Films, Inc., 1414 Dragon St., Dallas 7, Texas, and other distributors.

The structure and function of the cerebrum, brain stem, and cerebellum are explained at the level of the high-school student. A brain model, appropriate animation, and various behavioral patterns of a driver in a dangerous road situation are used to demonstrate nerve impulses, perception, and complex motor responses. Maturation and learning are also illustrated and explained briefly. The topography of the cerebrum and the function of its lobes are also explained.

The film emphasizes the function of the brain as a unified whole.

A case of aphasia illustrates pathological conditions. Maturation, learning, and thinking are presented as basic processes in the function of the brain.

The film could be used in conjunction with another Encyclopedia Britannica film, *The Function of the Nervous System*.

The presentation and narration should be useful as an introduction to the study of the nervous system in introductory classes in psychology.

Perception

Upright Vision Through Inverting Spectacles

Theodor Erismann and Ivo Kohler, Institute for Experimental Psychology of the University of Innsbruck, Austria. 16-mm. motion picture film, black and white, silent, 11 min., 1954. Available through Kinesis, Inc., 566 Commercial St., San Francisco 11, California. \$40.00; rental, \$3.00.

Characteristic aspects of an experiment on vision through an image-inverting device are clearly presented.

The subject wears a cap provided with a horizontal mirror and opaque shields so that he cannot see except through the mirror. The experiment lasts ten days.

Three characteristic stages are distinguished. In the first stage (1st to 3rd days) the subject shows uncertainty of behavior. The world appears upside down and sways as he tilts his head. When objects are seen right side up the body image is perceived as inverted.

In the second stage (3rd to 5th days) actions become correct but vision is still inverted. The image appears correctly when the subject sees the movements of his own hands or of objects that he causes to move. The same correction occurs when he sees a flame or rising smoke. This effect is demonstrated by the use of a candle that appears right side up as soon as it is lit, and also with two faces, one normal, one reversed, for both of them appear upright as soon as the reversed one has lit a cigarette.

The third and final stage (6th to 10th days) shows normal behavior. Touch and vision are correctly associated, and there is no swaying of objects with tilting of the head sideways. At the end of the experiment, when the image-inverting device has been removed, the world again seems upside down, but the correction is made in but a few minutes. Misdirected movements continue, however, for a longer period, especially after rest or when waking up in the morning. All aftereffects disappear with practice.

Perception as related to the retinal image constitutes an old psychological problem (see E. G. Boring, *A History of Experimental Psychology*, 1950, pp. 677f., 689.) The film under consideration presents accurately and interestingly behavioral and conceptual aspects of this complex perceptive process. It represents a good teaching aid in the study of perception for classes in psychology.

The complete script and introductory remarks by the authors are provided with the film.

Vision with Spatial Inversion

N. H. Pronko and F. W. Snyder, Department of Psychology, University of Wichita, Kansas. 16-mm. motion picture film, 18 min., silent, 1951. Available through Psychological Cinema Register, The Pennsylvania State University, University Park, Pennsylvania. \$37.00; rental \$2.00.

Through the use of a special headgear provided with inverting binoculars, vari-

ous effects of vision with spatial inversion are clearly shown. General behavior and performance of the subject in such activities as walking, card-sorting, writing, rate of manipulation, eating, and orientation are shown under normal conditions, with visual inversion, and after the removal of the inverting glasses.

The process of adjustment to spatial inversion as well as the readjustment after the experiment are well demonstrated. The experiment lasted for 30 days.

The film should be particularly useful for classes in general psychology in connection with the study of perception.

The teaching effectiveness of the film would be increased if used in conjunction with F. W. Snyder and N. H. Pronko, *Vision with Spatial Inversion*, Wichita, Kansas: University of Wichita Press, 1952, pp. 144.

Recordings

Case Problems in Guidance. Vol. I.

William Cook Miller (script) and Arthur Stenius (producer). Album with three 78-rpm records. Audio-Visual Materials Consultation Bureau. College of Education, Wayne University, Detroit 1, Michigan. \$6.50.

Three school situations having clear pedagogical implications are presented for discussion. One side of each record presents the occurrence that constitutes the problem, the other side, the way in which the teacher has actually handled the situation.

The discussion, therefore, could be centered around (1) the case problem as presented and (2) the way the teacher has attempted to solve it. Although the situations presented are ordinary school events, the analysis could be made at different levels of interpretation, depending on the preparation of the audience. The records could also be used for the discussion of general behavioral problems with implications in the area of motivation, learning, and scholastic guidance.

There follow short descriptions of the three records.

1. Disorder—then what?

A grade-school class is in disorder as the result of a boy's attempting to put a snake on the neck of a girl classmate. The girl is frightened and the whole class is in an uproar.

What should the teacher's immediate action be?

Mrs. Brown, the teacher, asks the boy to bring the snake in front of the class, tell how he got it, and describe some of its living habits. The class participates in the discussion. The incident is thus transformed into a learning situation.

Is the procedure used by Mrs. Brown the only way to solve the problem? Are there other ways?

A critical analysis of the incident and of the teacher's solution is invited.

2. Developing group responsibility.

During a short absence of the teacher from her class a conflict develops in connection with the use of the globe for geography.

The class is all excited. The teacher returns, and simply resumes the story she started reading with the pupils before she left the class. No reference is made to the incident.

What solution would the listener propose?

A few days later, in connection with classroom work presenting some similarity to the previous occurrence, the incident is brought forth and discussed with the class. The pupils make various suggestions and the incident acquires a positive value in terms of practical rules which would allow an orderly use of the globe.

Was the procedure of waiting a few days until the incident could be discussed calmly the best approach?

3. Tom is truant.

A boy skips school. In his discussion with the teacher he insists that he missed school only for the thrill of it. He is, moreover, sure he will never skip school again. The teacher should not inform his parents. He is afraid of his father; the punishment would certainly be too severe.

The teacher, impressed by the boy's protestations, decides to confide in Tom and not inform the parents.

Is the teacher's decision wise? Is he to

treat the problem as a confidential matter? What is the responsibility of the school toward the parents?

At a later date the boy is truant again and also caught in a delinquent act. The parents are upset.

Why were they not told of the boy's first offence?

The problem of the teacher's responsibility as to the way he handled the case is raised. A discussion with the principal states the problem and invites critical appraisal.

The records are specifically intended for teacher training. As such they represent an appropriate means for the discussion of actual school situations. Their value would be enhanced if played without pre-audition, so as to preserve the spontaneous character of the situations presented and provide for genuine audience reaction.

The problems presented, however, have implications that transcend the specific intent of the authors. Each situation could be analyzed in terms of motivational factors, group dynamics, group responsibility, and general principles of teacher-pupil relationships.

The third record, *Tom is Truant*, presents a general ethical problem as to parent-teacher relationships. The problem of confidential relationships between teacher and pupil could be extended to cover the whole area of "the confidential nature of clinical relationships" (see *Ethical Standards for Psychologists*, APA, 1953, 53-56.) The discussion of such a record would be limited only by the level of the audience and the intent of the leader.

Classes in general psychology and educational psychology could profitably use such records.

A study guide is available with the album. It contains brief descriptions of the situations presented and includes questions for discussion as formulated by the narrator.

Each record could be discussed within one class period.

The lightning-spark of Thought, generated or say rather Heaven-kindled, in the solitary mind, awakens its express likeness in another mind, in a thousand other minds, and all blaze up together in combined fire.

—THOMAS CARLYLE

ON THE OTHER HAND...

CRITICS MUST ABSTRACT TOO

One of the best ways to decide whether or not to read a book is to read a review on it, but oftentimes we read reviews which, however trenchant and discerning, fail to tell us what the book is about. . . . Critics sometimes neglect to give us such basic data as a resumé of the actual content, the organization, the quality of the writing, whether the title is misleading, the inclusiveness of the subject matter, the usefulness of the index, the way the book 'hangs together.' Of course mere abstraction is insufficient. . . . Too often, however, reviews have a kind of studied remoteness which is intended for scholarliness and profundity but which merely succeeds in being enigmatic.

JAMES L. FRAMO
U. S. Naval Hospital, Philadelphia

WORDS, NOT PICTURES

The first issue of *CP* pleased me in every possible way but one. [6 compliments omitted here]. . . . My sole gripe, and it is heartfelt, lies in the physical characteristics of *CP*. I don't like the slick paper, and I don't like the photographs. That is, I *do* like them, but I don't like to pay the price for them. I look upon a book review journal as a 'working' journal, to have, to hold, to bind, and refer to in the future. As a 'working' journal, I would want it to be compact and durable (the size of the *Psychological Bulletin* and with cardboard covers), and to contain as many pages per volume as its economics permit. I like slick paper and pictures of famous con-

temporaries as well as the next man, but I am prepared to leave them to the *American Psychologist* if their inclusion in *CP* means that at the end of the year fewer books will be reviewed because of them.

JACOB COHEN
Veterans Administration Hospital
Montrose, N. Y.

PICTURES, NO GLOSS

I like the pictures. They are of the right size and brighten the pages. They should remain informal photographs of authors at work (and play). No studied full-page portraits. . . . I prefer the *Saturday Review's* newsprint to *CP's* glossy pages. . . . My rough estimate is that you could add almost two columns of review material by not printing the name of the book's author on a separate line and by printing the reviewer's name and affiliation at the end of the review.

ALLEN L. EDWARDS
University of Washington

LOGAN ON ZENER ON LOGAN ON KOCH ON HULL

Perhaps some of Zener's dissatisfaction with the review of Koch's analysis of Hull is due to a misunderstanding of the instructions given to the reviewer. As described by Marx in his *A Summing Up*, "*CP* believed that the intensely critical tone of the original critiques justified—and in some cases demanded—an equally vigorous defense by an enthusiastic and active protagonist. Sec-

ondly, the reviewers were asked to emphasize major points of disagreement" (p. 10). Possibly a statement to this effect should have prefaced my discussion, and, lest there be further misunderstanding, I want to state clearly and emphatically, without in any way retracting the review, that I think that the enormous amount of difficult critical labor which Koch must have invested in his analysis has been valuable.

An adequate reply to all of Zener's remarks would require more space than is available; therefore let us examine only his concluding point to illustrate the way the others could be answered.

Zener raises the question of "reviewer responsibility," saying that the reviewer failed "to discriminate which are Koch's and which are Hull's statements," and that "what Logan calls 'Hull's second expression' is not what Hull has said, but rather is Koch's description of what in practice Hull has done but failed to say." My review says, "Hull at times has stated that stimuli are to be 'specified in terms of independent physical energy criteria' (p. 22). Elsewhere, Hull has implied that stimuli are 'identified by reference to responses'" (p. 4). Zener is correct in commenting that the second definition had not been explicitly stated by Hull, a fact which was clearly noted by using the word *implied* in the foregoing quotation. The subsequent use of the term *expression* was not literally precise, but it had been pointed out earlier that the second definition was implied (rather than expressed or stated). Furthermore, the distinction between an implied and a stated definition is not germane to the issue being discussed, which is the practical consequence of an ambiguity. The conclusion still stands that experimenters have been able to use stimuli to do research relevant to Hull's theory.

F. A. LOGAN
Yale University

BOOKS RECEIVED

ANSBACHER, H. L., & ROWENA R. ANSBACHER (Eds.). *The individual psychology of Alfred Adler*. New York: Basic Books, 1956. Pp. xxiii + 503. \$7.50.

ASSOCIATION FOR THE HELP OF RETARDED CHILDREN. *Mongolism: a symposium*. (Proceedings of an Institute sponsored jointly with the Morris J. Solomon Clinic for the Rehabilitation of Retarded Children, New York.) Reprinted from the *Quarterly Review of Pediatrics*, May, August, and November, 1953; distributed by the Association for the

Help of Retarded Children, 323 Fourth Avenue, New York, N. Y. [Pp. 75.] \$1.00.

BASOWITZ, HAROLD, HAROLD PERSKY, S. J. KORCHIN, & R. R. GRINKER. *Anxiety and stress: an interdisciplinary study of a life situation*. New York: McGraw-Hill, 1955. Pp. xv + 320. \$8.00.

BEASLEY, JANE. *Slow to talk: a guide for teachers and parents of children with delayed language development*. New York: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xi + 109. \$2.75.

BORDIN, E. S. *Psychological counseling*. New York: Appleton-Century-Crofts, 1956. Pp. x + 409. \$5.00.

BRANDON, JOAN. *Successful hypnotism*. New York: Stravon Publishers, 1956. Pp. 128. \$4.00.

CARROLL, J. B. (Ed.). *Language, thought, and reality: selected writings of Benjamin Lee Whorf*. Cambridge, Mass.: Technology Press, Massachusetts Institute of Technology; New York: John Wiley & Sons, 1956. Pp. xi + 278. \$7.00.

CORNELL, F. G. *The essentials of educational statistics*. New York: John Wiley & Sons,

1956. Pp. xii + 375. \$5.75.
- CROMWELL, N. A. *Escape this life alive*. Boston: Bruce Humphries, 1955. Pp. 312. \$3.75.
- DEVEREUX, GEORGE. *Therapeutic education: its theoretical bases and practice*. New York: Harper & Brothers, 1956. Pp. xxviii + 435. \$5.00.
- DUVALL, EVELYN M. *Facts of life and love for teen-agers*. (2nd ed.) New York: Association Press, 1956. Pp. xiii + 426. \$3.50.
- EDUCATIONAL RECORDS BUREAU. *1955 fall testing program in independent schools and supplementary studies*. (Educational Records Bulletin No. 67.) New York: Educational Records Bureau, 1956. Pp. xii + 83.
- FRAISSE, PAUL. *Manuel pratique de psychologie expérimentale*. Paris: Presses Universitaires de France, 1956. Pp. xi + 312. 1200 fr.
- FROSCH, JOHN, NATHANIEL ROSS, SIDNEY TARACHOW, & J. A. ARLOW (Eds.). *The annual survey of psychoanalysis*. Vol. III. New York: International Universities Press, 1956. Pp. xiv + 682. \$10.00.
- FRY, G. A. *Blur of the retinal image*. Columbus: Ohio State University Press, 1955. Pp. 120.
- GOLDBRUNNER, JOSEF. *Individuation: a study of the depth psychology of C. G. Jung*. (Trans. by Stanley Godman.) New York: Pantheon Books, 1956. Pp. xii + 204. \$3.50.
- GOLDFARB, WILLIAM, & MARILYN M. DORSEN. *Annotated bibliography of childhood schizophrenia and related disorders*. New York: Basic Books, 1956. Pp. vi + 170. \$2.50.
- GORMAN, MIKE. *Every other bed*. Cleveland: World Publishing Co., 1956. Pp. 318. \$4.00.
- GRANIT, RAGNAR. *Receptors and sensory perception: the aims, means, and results of electrophysiological research on the process of reception*. New Haven: Yale University Press, 1956. Pp. xi + 369. \$5.00.
- GUILFORD, J. P. *Fundamental statistics in psychology and education*. (3rd ed.) New York: McGraw-Hill, 1956. Pp. xi + 565. \$6.25.
- HÄRNQVIST, KJELL. *Adjustment, leadership and group relations in a military training situation*. Stockholm: Almqvist & Wiksell, 1956. Pp. 214. 20 Sw. Cr.
- HEDIGER, H. *Studies of the psychology and behaviour of captive animals in zoos and circuses*. (Trans. by Geoffrey Sircom.) New York: Criterion Books, 1956. Pp. vii + 166. \$6.50.
- HENRIQUES, BASIL. *The home-menders: the prevention of unhappiness in children*. London: George G. Harrap, 1956 (distributed by John de Graff, New York). Pp. 192. \$2.50.
- HILGARD, E. R. *Theories of learning*. (2nd ed.) New York: Appleton-Century-Crofts, 1956. Pp. ix + 563. \$5.50.
- HOCH, P. H., & JOSEPH ZUBIN (Eds.). *Psychopathology of childhood*. (Proceedings of the 44th Annual Meeting of the American Psychopathological Association, New York, June 1954). New York: Grune & Stratton, 1955. Pp. x + 303. \$6.00.
- IKIN, A. GRAHAM. *New concepts of healing: medical, psychological, religious*. New York: Association Press, 1956. Pp. xxiii + 262. \$3.50.
- JOHNSON, WENDELL. *Your most enchanted listener*. New York: Harper & Brothers, 1956. Pp. 215. \$2.25.
- KLINE, N. S. (Ed.). *Psychopharmacology*. (Proceedings of a Symposium presented jointly by the Section on Medical Sciences of the AAAS and the American Psychiatric Association, Berkeley, 30 December 1954; AAAS Publication No. 42). Washington, D. C.: American Association for the Advancement of Science, 1956. Pp. x + 165. \$3.50.
- LAIRD, D. A., & ELEANOR C. LAIRD. *The new psychology for leadership*. New York: McGraw-Hill, 1956. Pp. 226. \$4.00.
- LEONARD, EUGENIE A. *Origins of personnel services in American higher education*. Minneapolis: University of Minnesota Press, 1956. Pp. 146. \$3.00.
- LINDGREN, H. C. *Educational psychology in the classroom*. New York: John Wiley & Sons, 1956. Pp. xv + 521. \$5.00.
- MALZBERG, BENJAMIN, & E. S. LEE. *Migration and mental disease: a study of first admissions to hospitals for mental disease, New York, 1939-1941*. New York: Social Science Research Council, 1956. Pp. x + 142. \$1.50.
- MERTON, R. K., MARJORIE FISKE, & PATRICIA L. KENDALL. *The focused interview: a manual of problems and procedures*. Glencoe, Ill.: Free Press, 1956. Pp. xx + 186. \$3.00.
- MOUSTAKAS, C. E. *The teacher and the child: personal interaction in the classroom*. New York: McGraw-Hill, 1956. Pp. xiv + 265. \$4.50.
- MUNN, N. L. *Psychology*. (3rd ed.) Boston: Houghton Mifflin, 1956. Pp. xiv + 542. \$5.75.
- MUSSEN, P. H., & J. J. CONGER. *Child development and personality*. New York: Harper & Brothers, 1956. Pp. xii + 569. \$6.00.
- PHILLIPSON, HERBERT. *The object relations technique: a projective method of personality assessment*. Glencoe, Ill.: Free Press, 1956. Pp. x + 224. *The object relations technique: test cards*. London: Tavistock Publications; Glencoe, Ill.: Free Press, 1956. 13 cards. \$10.00, including test cards.
- PSYCHOLOGICAL SERVICE OF PITTSBURGH. *Job attitudes: review of research and opinion*. Report No. 4: *Social aspects of the job*. Report No. 5: *Supervision and job attitudes*. Pittsburgh: Psychological Service of Pittsburgh, 1955. Pp. vii + 75; vii + 72.
- REA, F. B. *Alcoholism: its psychology and cure*. New York: Philosophical Library, 1956. Pp. 153. \$3.50.
- ROGERS, MARTHA E., A. M. LILIENTHAL, & BENJAMIN PASAMANICK. *Prenatal and perinatal factors in the development of childhood behavior disorders*. Baltimore: School of Hygiene and Public Health, Johns Hopkins University [1956]. Pp. 157.
- SCOTT, E. L. *Leadership and perceptions of organization*. (Ohio Studies in Personnel, Bureau of Business Research Monograph No. 82.) Columbus: Bureau of Business Research, College of Commerce and Administration, Ohio State University, 1956. Pp. xvii + 122. \$2.00.
- STROUD, J. B. *Psychology in education*. (2nd ed.) New York: Longmans, Green, 1956. Pp. ix + 617. \$5.00.
- U. S. DEPARTMENT OF THE NAVY. Office of Naval Research. Psychological Sciences Division. Physiological Psychology Branch. *Symposium on physiological psychology*. (Proceedings of a Symposium held at the School of Aviation Medicine, U. S. Naval Air Station, Pensacola, Fla., 10-11 March 1955.) Washington, D. C.: Office of Naval Research, U. S. Department of the Navy [1956]. (ONR Symposium Report ACR-1.) Pp. 302.
- WACHTEL, C. S. *The psycho-medical guide*. New York: Psycho-Medical Library, 1956. Pp. 318. \$5.00.
- WALSH, ANN M. *Self-concepts of bright boys with learning difficulties*. New York: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xiii + 79. \$2.50.
- WHITE, R. W. *The abnormal personality*. (2nd ed.) New York: Ronald Press, 1956. Pp. ix + 644. \$6.50.
- WORCESTER, D. A. *The education of children of above-average mentality*. Lincoln: University of Nebraska Press, 1956. Pp. 68. \$2.00.
- WRIGHTSTONE, J. W., JOSEPH JUSTMAN, & IRVING ROBBINS. *Evaluation in modern education*. New York: American Book Co., 1956. Pp. xi + 481. \$5.00.
- YIVO INSTITUTE FOR JEWISH RESEARCH. *Yivo annual of Jewish social science*. Vol. X. New York: Yivo Institute for Jewish Research, 1956. Pp. 320.

Announcing

SPECIAL ANNIVERSARY NUMBER—MAY, 1956

THE JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY

Commemorating

THE FOUNDING OF THE JOURNAL FIFTY YEARS AGO AND
THE BIRTH OF SIGMUND FREUD ONE HUNDRED YEARS AGO

Fifty years ago Morton Prince issued the first number of the *Journal of Abnormal and Social Psychology*. One hundred years ago Sigmund Freud was born. These two anniversaries are commemorated in the May 1956 issue. This issue also presents a hitherto unpublished portrait of Freud, the "twin" of that in Vol. II of Jones's *Biography*.

The Journal of Abnormal and Social Psychology emphasizes basic research and theory. Articles in abnormal psychology contribute to fundamental knowledge of the pathology, dynamics, and development of personality or individual behavior. Papers concerned with psychodiagnostic techniques contribute to an understanding of the psychological principles of diagnosis, those concerned with psychotherapy to an understanding of the therapeutic processes. Case reports introduce or clarify important theoretical problems, and papers in social psychology cover interpersonal relations and group influences on the pathology, dynamics, and development of individual behavior.

Subscription rate for APA members and the Student Journal Group is \$8.00 for 2 volumes. The price of the May issue is \$3.00 per copy. Nonmember subscription rate is \$16.00 (Foreign \$16.50). To subscribe to the journal or to purchase the May issue, write to:

Journal of Abnormal and Social Psychology, PT656
1333 Sixteenth Street, N.W., Washington 6, D. C.

Published in June

A STUDY OF ADOPTIVE CHILDREN

By J. R. Wittenborn and collaborators

A three-part study, a follow-up of children who were examined in infancy at the Yale Clinic of Child Development. Part I describes an attempt to provide through interviews some measuring devices. Part II investigates the predictive validity of the Yale Developmental Examination of Infant Behavior. Part III suggests respects in which characteristics of children's environment may be correlated with characteristics of their development, and is concerned with the question, "What characteristics of adoptive homes may be shown to be correlated with characteristics of adoptive children?"

PSYCHOLOGICAL MONOGRAPHS

No. 408, 409, 410 (bound together)

Price \$2.50

Order from

The American Psychological Association
1333 Sixteenth Street, N.W.
Washington 6, D.C.

